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Trinity College Bulletin, 1972-1973 (Catalogue Issue)

Trinity College

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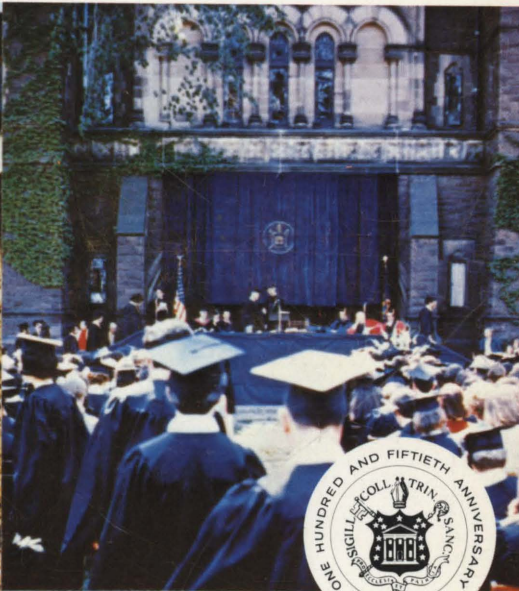
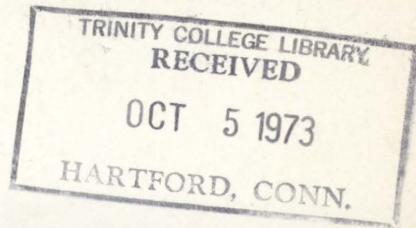
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Catalogue Issue 1972-1973

Trinity College Bulletin



College Calendar

		1972
Aug. 21	<i>Monday</i>	Last day for payment of Christmas Term fees
Aug. 31	<i>Thursday</i>	Freshman Orientation begins
Sept. 5-6	<i>Tuesday-Wednesday</i>	Registration of all undergraduate students
Sept. 7	<i>Thursday</i>	Christmas Term of 150th Academic Year begins
Sept. 11	<i>Monday</i>	Registration of graduate students (7-9 p.m.)
Sept. 22	<i>Friday</i>	Graduate classes begin
Oct. 12-15	<i>Thursday-Sunday</i>	Last day to change courses
Oct. 27	<i>Friday</i>	Open Period
Nov. 10	<i>Friday</i>	Mid-Term
		Last day to drop Christmas Term courses
		Last day to finish incomplete courses of previous term
Nov. 22	<i>Wednesday</i>	Thanksgiving Vacation begins after last class
Nov. 27	<i>Monday</i>	Classes resume
Nov. 30-	<i>Thursday-</i>	Pre-registration for Trinity Term
Dec. 1	<i>Friday</i>	
Dec. 12	<i>Tuesday</i>	Last day of undergraduate classes
Dec. 13-17	<i>Wednesday-Sunday</i>	Reading Days
Dec. 18-23	<i>Monday-Saturday</i>	Final Examinations
Dec. 21	<i>Thursday</i>	Last day of graduate classes
		1973
Jan. 5	<i>Friday</i>	Last day for payment of Trinity Term fees
Jan. 15-16	<i>Monday-Tuesday</i>	Registration for Trinity Term
Jan. 15	<i>Monday</i>	Registration of graduate students (7-9 p.m.)
Jan. 17	<i>Wednesday</i>	Trinity Term classes begin
Jan. 31	<i>Wednesday</i>	Last day to change courses
Feb. 19-23	<i>Monday-Friday</i>	Open Period
March 9	<i>Friday</i>	Mid-Term
March 16	<i>Friday</i>	Spring Vacation begins after last class
April 2	<i>Monday</i>	Classes resume
April 6	<i>Friday</i>	Last day to drop Trinity Term courses
		Last day to finish incomplete courses of previous term
April 20	<i>Friday</i>	Good Friday - no classes held
May 8	<i>Tuesday</i>	Last day of graduate classes
May 9	<i>Wednesday</i>	Last day of undergraduate classes
May 10-13	<i>Thursday-Sunday</i>	Reading Days
May 14-15	<i>Monday-Tuesday</i>	General Examinations for Seniors
May 20	<i>Sunday</i>	Pre-registration for Christmas Term
		Commencement Exercises for the 150th Academic Year
May 21-26	<i>Monday-Saturday</i>	Final Examinations

Trinity College Bulletin



Catalogue Issue 1972-1973

Catalogue Number 245

One Hundred Fiftieth Year of the College

September 1972

HARTFORD • CONNECTICUT



TRINITY COLLEGE HARTFORD, CONNECTICUT 06106 TELEPHONE (203) 527-3151

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The Purpose of a Trinity Education

"A Trinity education is designed to give each student that kind of understanding of human experience which will equip him for life in a free society. In order to do this, it must help the student to discover those particular modes of learning which will increase his awareness of himself and of his environment; it must enable him to extend his knowledge within a chosen discipline; and it must encourage him to use the knowledge which he gains to deal responsibly with the problems of a rapidly changing world. The curriculum embodies these aspects of a liberal education.

"A student should be self-motivated in his intellectual life, and these motives ought to operate ultimately on a subject matter that has an enduring importance. This sets for the curriculum a dual task. That part of the curriculum which covers the first three or four semesters addresses itself primarily to the exigencies of the student condition. It provides a framework within which students can receive individual attention, discover their principal interests, and have repeatedly demonstrated to them that what they are doing in the College is worth the effort. The other part of the curriculum focuses on a more strictly defined body of knowledge, structured and organized so that faculty and students alike are forced to make judgments about the most important ways to pursue their academic careers. While there can be no neat compartmentalization of these two aspects, and no abrupt transition from one to the other, there will in fact be a shift in emphasis which coincides roughly with the choice of a major. Throughout the whole curriculum, attention will be given to the objective of preparing the student for the continuing education which a rewarding and constructive life will require of him."

*A statement from the
Trinity College Faculty*

The Freshman Seminar and The Non-Major Program of Study

FRESHMAN SEMINAR PROGRAM

The students who enter Trinity College are intelligent and eager to learn, but they are often bewildered about where and how to begin. They know few students, almost no faculty, and very little about the academic resources of the College. The Freshman Seminar Program was established in 1969 to facilitate the students' transition to Trinity's intellectual life.

In their first semester at Trinity, most incoming students enroll in a freshman seminar as one of their four courses of study. The seminars are limited to ten to fifteen students. Because of their small size, most seminars operate on a discussion basis and give students an opportunity for oral as well as written expression. The program is thus designed to show each freshman that he has ideas that are worth discussing, that he has peers who are worth listening to, and that he has teachers who understand what learning is.

There is a wide range of topics among the thirty-five to forty seminars offered each year. Seminar instructors represent almost every academic department at Trinity; and topics are usually selected to relate particular academic disciplines to questions of general interest. A catalogue of seminar descriptions is sent to all freshmen in the summer before they come to Trinity.

The seminar instructor is also faculty adviser to each member of his group. Students, therefore, have ample chance to discuss their academic plans with the instructor; and the instructor can offer advice on the basis of detailed knowledge of his students.

See *Freshman Seminars*, p. 38 and *Academic Advising*, p. 24.

THE NON-MAJOR GUIDELINES

Every student, if he is to meet the criteria of a liberally educated person, should possess knowledge and competence in a variety of academic fields. To this end, the Trinity faculty has established four guideline areas. These guidelines are used by the advisee and the adviser in

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planning the student's non-major course of study. The guidelines are of necessity somewhat general in nature, and cannot be construed as requirements from which a given pattern of courses can be deduced. They constitute the context within which the student and his adviser conduct their deliberations. The selection of a student's academic program is the outcome of an interaction between the particular student, instructor, and the statement of guidelines, but *the student himself is ultimately responsible for choosing his academic program.*

When selecting courses outside a major field, students should endeavor to include some courses from each of the four guideline areas. Most courses numbered "100" level or "200" level in the various departments are designed for the non-major program. The four guideline areas, and the departments included in each area, are listed below.

1. LANGUAGE AND OTHER SYMBOLIC SYSTEMS

Intellectual and social maturity is impossible without an effective mastery of symbolic systems. We all possess this mastery to some degree; the function of education should be to make this mastery sophisticated and to provide an understanding of the nature and structure of those systems. Included in this area, of course, are the traditional skills: facility in the English language, both in writing and in speech; and mastery of a foreign language. However, many of the possible courses in this guideline represent a non-traditional attempt to understand the process of symbolization and the structure of language itself. Departments and Programs: Dance, Engineering, English, Fine Arts, Modern Languages, Mathematics, Philosophy, Classics, and Theatre Arts.

2. MAN'S INTERACTION WITH THE NATURAL WORLD

The enterprise of science not only affects those who practice it, but also defines a way of life and a type of perception that affects all of us. Modern science represents a monumental achievement of the human intellect. The effects of this enterprise will certainly not be less in the future than in the past, and for this reason it is important that each of us has some understanding not only of the substantive accomplishments of science, but also of the historical reconstruction and philosophical interpretations of scientific advancement. Departments: Biology, Chemistry, Engineering, Physics, Psychology.

3. MAN'S SOCIAL INSTITUTIONS

The habits of mankind are enshrined in social, political, and economic institutions. Within the social sciences, but also within

other disciplines, empirical research and theoretic constructs provide us with new tools for understanding this matrix of human activity. Many of the courses in this area explore the methods and principles underlying the development of social scientific inquiry by acquainting students with basic concepts and by introducing them to the formulation of theories. On the other hand, some of the most informative insights into the contemporary world and to human experience in general come through exposure to the historically-oriented disciplines. Departments: Economics, Education, History, Political Science, Psychology, Religion, Sociology.

4. FORMS OF CULTURE

It is through literature, arts forms, and other forms of cultural expression that we gain a better understanding of ourselves and our world. Through these media, including the creative and performing arts, the student is exposed not only to abstract forms but also to some of the most vivid interpretations of human experience. Departments and Programs: Classical Civilization, Comparative Literature, English, Fine Arts, Music, Philosophy, Religion, and Theatre Arts.

PHYSICAL EDUCATION

Trinity encourages all students to participate in the physical education program. The aim of this program is to enrich a student's understanding of himself, to provide him with means for a thoughtful administration of his own life, and to aid him in accepting himself. In addition to intercollegiate and intramural athletics, the College offers a variety of courses in physical education.

See *Physical Education*, p. 116.

The Individualized Degree Program

Most of Trinity's curricular innovations in recent years assume that education is a life-long process, that the most effective learning is self-education with appropriate guidance, and that education should pay greater recognition to the variety of individual student abilities and styles. The Individualized Degree Program (IDP) is a further extension of our curriculum based on those assumptions. The program is an unusual approach to liberal arts education and is designed for the highly-motivated student who has sufficient confidence and independence to profit from self-paced learning.

The IDP provides an optional and alternate route to the regular B.A. degree and differs from the usual pattern in three ways. First, certification for the degree is not based on course requirements, but on satisfactory completion of examinations and projects. In the non-major phase of the program, students will select twenty-four study units from the many drawn up by Trinity faculty. Each study unit consists of a statement of objectives, a reading list, commentary and guidance, and a series of questions or paper topics for evaluation. After completing the study units, IDP students work on non-major projects, the topics and scope of which are determined by the student himself in consultation with his faculty advisers. The major phase of the IDP is similar in content to the regular major program, but heavy stress is placed on independent study and student interests within the major field. Finally, IDP students produce an integrative project which seeks to relate the major field of study to other areas of knowledge. In short, the IDP preserves the structure and integrity of liberal arts education while introducing greater flexibility and individuality into Trinity's curriculum.

The second unusual aspect of the IDP is that the program may be completed in varying numbers of years depending on the progress of the student and the guidance of his advisers. For students whose intellectual interests are well-developed, completion of the IDP may take less than the traditional four years. For those who desire a slower pace, work in the IDP may take as many as six or eight years to complete.

Third, the IDP is open not only to residential undergraduates, but also to non-resident adults in the Connecticut Valley region. By combining residential undergraduates and older students in the IDP, Trin-

ity rejects the assumption that the term "college student" must be restricted to those in the 17-21 age bracket. Residential undergraduates will be accepted into the program after completion of one semester of work in the regular Trinity curriculum. Non-resident candidates will be reviewed on the basis of their academic and non-academic backgrounds, their capacity for independent study, and their ability to engage in work of Trinity quality.

IDP students have available to them all of Trinity's academic resources, including the library, regular courses (though not for credit in most cases), and faculty advisers. Guidance in the program is provided through an IDP Coordinating Committee composed of twelve Trinity faculty members. Each IDP student will have one of the twelve as his primary adviser; other faculty members will offer guidance as the student moves into the non-major projects, the major, and the integrative project. Regular meetings between the student and his various advisers is a central feature of the program.

Further information about the program may be obtained by writing or calling the Director of the Individualized Degree Program. The Director for the 1972-73 academic year is Professor Robert B. Oxnam.

Special Academic Opportunities

A. THE INTENSIVE STUDY PROGRAM

The Intensive Study Program encourages students to pursue a particular topic or related topics in depth for a semester. Unhindered by other academic obligations, students in the Program can undertake full-time study in a field of interest to them. Beginning in the 1972-73 academic year, Trinity will offer two opportunities under the Intensive Study Program.

The first permits groups of twelve or more students to work for a full semester under an individual instructor. For both students and the instructor, work in the program will constitute the full academic load for the semester. Together and individually they will study topics of mutual interest through group seminars, supervised research, tutorials, or a combination of these approaches.

The second type of Intensive Study permits students to take three courses in related fields concurrently as well as an integrating seminar. The faculty teaching the related courses also supervise the seminar.

Through this program a student may earn up to four course credits while becoming deeply involved in a coherent body of knowledge.

See *Intensive Study Programs*, p. 47.

B. STUDENT-DESIGNED STUDY

Students arrive at Trinity College well prepared from programs in secondary schools which have been transformed through curricular revision and new teaching techniques. The Freshman Seminar and the opportunities of the Trinity curriculum enumerated in this section are provided to serve the students' need for fresh, imaginative approaches to learning.

In the Freshman Seminar the student is engaged in learning which is important and interesting to him. His search for truth will have been accompanied by an appreciation of different modes of learning and by the pleasure of discovery. The critical element of personal motivation will be awakened or nurtured to the end that the student will be encouraged to expend whatever effort is necessary in the achievement of

his own intellectual goals. He may use the curriculum, and particularly the following opportunities, as a resource in constructing an academic program which fits his needs.

1. INDEPENDENT STUDY

Any student or group of students may, after the Freshman year and upon approval of a faculty member and the faculty member's department chairman, undertake an independent study program. Specific notification, on a form provided for this purpose, must be presented to the Registrar. A student may enroll for one or two course credits in this study mode. Such independent study may be included in his major program if so approved by his program or department chairman. Students who have a strong interest in pursuing independent study may wish to consider enrolling in the Individualized Degree Program.

2. OPEN SEMESTER

The Open Semester Program provides opportunity for the undertaking of full-time independent study or an internship. Under this program, each student applies for permission to engage in some form of academically acceptable independent research or study, on the Trinity Campus or elsewhere; or, the student may serve as an intern with either a government agency or private organization. Application is made by securing a faculty member as Open Semester Adviser and by making appropriate arrangements through the Dean for Educational Services. To be eligible, the student must have completed all his work of the preceding term.

The program shall consist of one semester, usually in the student's Sophomore or Junior year. Credit for not more than four courses (on a Pass-Fail basis) toward meeting graduation requirements will be granted upon successful completion of such work. A member of the Trinity College faculty will supervise and evaluate each Open Semester project. Students continue in regular enrollment at Trinity while engaged in an Open Semester. In exceptional cases, this program of research, study or internship might be undertaken during the summer vacation period.

In all instances, students undertaking the Open Semester Program should have clearly defined the educational objective to be achieved.

In 1971-1972 Open Semester Programs (which numbered 47) included research in law and economics, work in Congressional and Senatorial offices, a group philosophy seminar in Vermont, internships in municipal government and a junior high school

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crisis classroom, research in child psychology, creative writing, work in the theatre, scientific research in laboratories in New York and Illinois, and a replication of the discovery of the McKenzie River in Canada.

3. WORK INTERNSHIPS IN THE HARTFORD REGION

The academic opportunities to engage in independent study, take open semesters, or be assigned to a field work project through a particular course, require the availability of good work experiences. Many work internships are available in the Hartford region with private and public agencies, with business and industry, with educational and health institutions, and with other community groups. The Office of Community Affairs will assist students in locating suitable internships or research opportunities related to their academic program.

The Office of Community Affairs also assists students in finding places where they can work as volunteers in a variety of service programs: Big Brother or Sister, tutoring, counseling, teachers' aides, recreation, arts and crafts, youth clubs. These opportunities are independent of academic credit.

4. TEACHING ASSISTANT IN THE FRESHMAN SEMINAR

Each Freshman Seminar instructor shall be permitted to enlist the services of a Junior or a Senior to assist the instructor in the seminar. The student assistant may receive up to one course credit for such assistance. Interested students should consult one of the Freshman Seminar instructors.

5. TRINITY – HIGH SCHOOL SEMINAR PROGRAM

One course credit (on a Pass-Fail basis) shall be given to any student who successfully completes one semester of faculty approved teaching in the High School Seminar Program. Each teaching student is supervised by a member of the faculty. His evaluation of the student's work shall be based on visitations to the classroom and student response to the course content and effectiveness of the teaching student. Arrangements to teach in this program are made the previous term through the Dean for Educational Services.

6. STUDENT-TAUGHT COURSES

The student with particular competence can add considerably to his own education and to the educational process within the College through devising and teaching a formal course. Juniors or

Seniors desiring to offer an experimental course must first secure the approval of a faculty supervisor and the agreement of a competent authority to serve as an outside examiner. The student and faculty supervisor will then present the course plan to the Faculty Curriculum Committee for its formal approval. Such courses shall be open to Trinity students and faculty. The teaching student and students in the course are evaluated on a Pass-Fail basis.

This program should not be confused with the separate program of practice teaching offered by the Education Department.

Some of the Student-Taught courses offered in 1971-72 were: Introduction to Photoelasticity, The Making of a Counter Culture, Elementary Latin, and Photojournalism.

7. INTERDISCIPLINARY MAJORS

A student wishing to construct his own interdisciplinary major must, in consultation with a faculty member and with the advice of the department chairmen of the disciplines involved in the program, prepare a program of study which would constitute his major. The course of study shall provide for depth and avoid superficiality. Any General Examination, independent study or research involved in the program will be evaluated by faculty members from at least two of the appropriate disciplines.

The student, with his faculty sponsor, must submit the special interdisciplinary program of study to the Faculty Curriculum Committee for its approval. All procedures necessary to establish such a program should be completed prior to pre-registration in the spring of the student's Freshman year or prior to pre-registration in the spring of his Sophomore year.

8. THE ACADEMIC CALENDAR - OPEN PERIODS

In order to provide relief from the pace and intensity of the educational process and to provide occasions for work on projects requiring blocks of time, two periods during which no classes are held are provided in October and February. During these periods the operation of the College will be similar in nearly every respect to its operation during those days when classes are in session. They are not vacation times, and faculty members will continue to be available.

During the February Open Period the faculty of many departments will meet with majors and other interested students to review the departments' course offerings and discuss the departments' programs for the following year. This time will also provide opportunity for advisers to meet with majors and prospec-

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tive majors to review and plan their individual programs of study.

C. INTERINSTITUTIONAL PROGRAMS

The resources of any one educational institution are limited, and Trinity has concluded arrangements with a number of other colleges and universities which offer students a wider choice of educational opportunities than can be available on one campus. Unless noted otherwise below, further information is available in the Office of Educational Services, and participation in these programs is made through that office. Whenever possible, the College attempts to arrange transportation for students participating in any one of these programs in or near Hartford. However, such transportation is limited and cannot be guaranteed.

1. THE GREATER HARTFORD CONSORTIUM FOR HIGHER EDUCATION

In cooperation with Hartford College for Women, the Hartford Graduate Center of the Rensselaer Polytechnic Institute, St. Joseph College and the University of Hartford, Trinity offers its students the opportunity to register in these nearby institutions for courses not offered at Trinity. There is no additional expense above Trinity's tuition to the student who takes a course in one of these institutions as part of his regular program. Transfer credit will normally be given for courses in which the student has received grades of C- or better. Applications should be made through the Registrar of Trinity College. An inter-campus bus provides free transportation on a Monday through Friday daytime schedule.

2. TWELVE - COLLEGE EXCHANGE PROGRAM

Trinity participates in student exchanges with a consortium of colleges and universities composed of Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Vassar, Wellesley, Wesleyan, Wheaton, and Williams. A student in good standing may apply to spend his Junior year (or possibly another period) at one of these institutions. Any student electing this option should consult his major adviser to determine whether his proposed program is acceptable toward fulfilling major requirements.

3. TRINITY - HARTT COLLEGE PROGRAM IN MUSIC

Hartt College of Music of the University of Hartford and Trinity have established a cooperative program in music which provides

the Trinity student with one of the nation's strongest liberal arts music programs, combining the resources of the two institutions. Faculties of both institutions are appointed to teach courses on each campus. The Trinity student may participate in extracurricular activities in music at both colleges. Interested students should consult the music faculty.

A number of general music courses and electives are offered on the Trinity campus. However, some of the work of the major and advanced courses are conducted at Hartt College. Under special conditions a student may apply for admission to a five-year program including both the B.A. and B.M. degrees. This is feasible only if the student starts the program in the first term of the freshman year. The Trinity music major may continue with graduate work towards the M.A. in music under the supervision of both institutions. Students electing private lessons in voice or an instrument will be billed an additional charge beyond the usual tuition rate of Trinity.

4. CONNECTICUT COLLEGE, HARTFORD SEMINARY FOUNDATION AND
WESLEYAN UNIVERSITY

Arrangements similar to those within the Greater Hartford Consortium For Higher Education exist with Connecticut College, Hartford Seminary Foundation and Wesleyan University for Trinity students who wish to take one course offered in one of these institutions but not at Trinity. Transfer credit will normally be given for courses in which the student has received grades of C— or better. Applications should be made through the Registrar.

5. CHINESE LANGUAGE AND LITERATURE COURSES

Central Connecticut State College in New Britain, Conn., and Trinity are cooperating to extend their respective offerings in Chinese language and literature (courses at Central Connecticut State College) and history (courses at Trinity College) for their respective undergraduates. Transfer credit will normally be given for courses in which the student has received grades of C— or better.

6. TRINITY COLLEGE OF QUEZON CITY, PHILIPPINES

A student and faculty exchange program has been inaugurated between Trinity College and its namesake in the Philippines. Students may apply to spend the period from July through November following their sophomore year engaged in an open semester project in Quezon City.

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7. WASHINGTON SEMESTER PROGRAM OF THE AMERICAN UNIVERSITY

Trinity participates in the Washington, Urban and International Semester Programs and nominates one or more students per term to enter these programs in the national capital. Study is pursued through a seminar, an individual research project, and one additional course or internship at The American University.

8. THEATRE ARTS PROGRAM

Two programs of intensive training in theatre are available to qualified students at the Eugene O'Neill Memorial Theatre Center in Waterford, Connecticut. In cooperation with the University of Hartford a five-week summer program is offered that runs concurrently with the National Playwrights' Conference. In cooperation with Connecticut College an expanded training program will be available during each academic semester at the National Theatre Institute. The latter program should normally be taken in the second term of the sophomore year or during the junior year.

More detailed information may be obtained from the Director of the Theatre Arts Program. Applications for admission to these programs may be made upon his recommendation.

9. PROGRAMS SPONSORED BY OTHER INSTITUTIONS

A number of opportunities exist for Trinity students to study abroad, in the field or at centers in this country which are administered and staffed by other colleges and universities (see Academic Leave of Absence under *Academic Standards and Regulations*).

The student proposing study under one of these options must consult his major adviser. He should also discuss his proposed program with the Dean for Educational Services and should ascertain that it is a program approved by Trinity College for academic credit. He must then apply to the Registrar's Office for an Academic Leave of Absence in order to receive transfer credit for specific courses.

Programs which have been approved for academic credit at Trinity College in the recent past include: occasional student status at various British universities, the Sweet Briar Junior Year in France, the Jacob Hiatt Institute of Brandeis University in Jerusalem, the Tufts in London Program, the Wesleyan-Vassar Semester in Madrid, occasional student status at Makerere University in Uganda, the Institute of European Studies Programs at the University of Durham (England) and in Nantes (France)

and Vienna (Austria), the Smith College Junior Year in Florence, the College Year in Athens, the Wayne State University Junior Year in Munich, the Central Pennsylvania Consortium Semester in India, and the Beaver and Franklin & Marshall Program in Hong Kong. Trinity College maintains relationships with a number of these programs to facilitate student participation.

10. PROGRAMS IN CLASSICAL STUDIES

The Intercollegiate Center for Classical Studies at Rome

The Intercollegiate Center is located on the Janiculum (via Ulisse Seni 2) in Rome. The curriculum consists of reading both Greek and Latin authors, the study of Greek and Roman history, and a course in art and archaeology stressing the topology and buildings of Rome and the monuments of ancient art in Rome, Naples, Paestum, and Sicily. Undergraduate credit for successful completion of work at the Center will be granted by the College. Prior to participating in this program, the student should apply for a Academic Leave of Absence through the Registrar.

The American School of Classical Studies in Athens

Qualified undergraduates and graduates of Trinity may be admitted to the Summer Session of the American School of Classical Studies in Athens. Trinity graduates may take graduate work during the regular academic year. The Greek authors are studied under visiting professors from participating American colleges and universities. Archaeological trips and participation by qualified students in archaeological excavations are some of the opportunities offered.

College Year in Athens

The College year in Athens is a program of studies in Greek civilization for a small group of students of college age. It combines study in Athens with coordinated travel in Greece. Its curriculum is addressed mainly to juniors who are on a year's Academic Leave of Absence from their colleges. Advanced courses are offered for students concentrating in the Classics, but there are also appropriate studies for those specializing in art, history, philosophy, or any of the other humanities.

Further information may be obtained from the Chairman of the Department of the Classics at Trinity. Applications for admission to these programs may be made upon his recommendation.

D. SPECIAL POLICIES AND PROGRAMS

1. INTERCULTURAL STUDIES PROGRAM

Societies and cultures in different parts of the world are analyzed, compared and contrasted through the interdisciplinary approach of the Intercultural Studies Program. For example, Latin America and Near Asia are studied, and Black Studies are also a part of this program. This program is intended to serve the need of students who wish to prepare themselves to live in a global context as an extension of the long-established aim of colleges to prepare students to exercise their political freedom within the narrower context of a single country and a single culture. This interdisciplinary program will provide opportunities for the construction of a variety of majors within the general intercultural structure.

2. URBAN-ENVIRONMENTAL STUDIES PROGRAM

The program in Urban-Environmental Studies is a broadly-based multi-disciplinary program, the purpose of which is to provide students with an understanding of urban and/or environmental processes and problems. Students focus on either the social or natural science disciplines with suitable interplay between these broad divisions so that a problem or process is comprehensible as a whole. An internship may form part of a student's major. Students engaged in such a program will not be graduated as specialists (e.g., city planners or meteorologists) but rather will be liberally educated in these subject areas. See Urban-Environmental Studies Program under *Courses of Instruction*.

3. COLLEGE COURSES

Each year Trinity faculty offer extraordinary, nondepartmental courses known as "College Courses." These courses reflect the current scholarly interests of individual faculty members and may be interdisciplinary in nature. They also allow the faculty to respond quickly to student interest in subjects which are not encompassed within traditional departmental categories. In the Trinity Term 1973 a College Course on The Past and Future of Higher Education will be offered by the President of the College. See *Courses of Instruction*.

4. ACCELERATED STUDY

Students may elect to accelerate their undergraduate program. Through a combination of winter and summer study, undergraduates may plan a program of studies which will allow them to earn

either the Bachelor's degree in three years or the Bachelor's and Master's degrees in four years. A student may also accelerate through the Individualized Degree Program, p. 8.

5. GRADUATE COURSES

Juniors and seniors with outstanding records may elect as a part of their undergraduate program graduate courses in the departments in which such courses are available. Permission to register for a graduate course must be obtained from the student's major adviser, from the instructor of the course and from the Office of Graduate Studies. The departments have listed these courses after the undergraduate courses in the section, *Courses of Instruction*. For full course descriptions see the current *Graduate Studies Bulletin*.

6. AUDITING COURSES

With the permission of the instructor, regular students may audit without credit any course or individual course meetings in the College. Audited courses will not be recorded on the student's permanent academic record. Spouses of regular students are extended the same privilege.

7. THE DEPARTMENT OF ENGINEERING

Trinity College offers its students the opportunity to major in the field of engineering, and, in conjunction with the Hartford Graduate Center of the Rensselaer Polytechnic Institute, to earn both a B.S. degree and a professional degree, Master of Engineering. The College firmly believes that a liberal arts environment is essential to the education of the modern engineer. The College also believes that study beyond the B.S. degree level is necessary for adequate preparation for a career in engineering. For these reasons, a combined program has been instituted with Rensselaer which permits integration of upper-level undergraduate and graduate course work in the fourth and fifth years. In this way continuity of both the technical and the humanistic facets of the program is maintained while, at the same time, an opportunity for both diversity and depth is offered in the field of specialization. The close proximity of Trinity and the Hartford Graduate Center of RPI permits an orderly mixture of work on the two campuses without physical change of student residence.

a. ENGINEERING MAJOR. Students wishing either to undertake a career in engineering or to develop a technical foundation upon

which to base an interdisciplinary program or a career in engineering management should devise a program of study based on the basic requirements of an *Engineering Major*. The engineering major is one of several majors offered by the College which leads, at the student's choice, to either a Bachelor of Arts or a Bachelor of Science degree. It is designed in such a way as to allow considerable latitude in course selection so that differing student objectives can be achieved once the necessary core of work in physics and mathematics has been completed. Detailed specifications of the four-year engineering major will be found under *Courses of Instruction*.

A pre-architectural plan is available for those students who wish to pursue graduate study in architecture. The following engineering courses are of interest to pre-architects: 125, 224, 325, 341, 342. These courses provide the student with a background in engineering analysis of structures and materials. For further information, consult with the Chairman of the Engineering Department.

b. **INTERDISCIPLINARY MAJOR PROGRAMS.** Several possibilities of interdisciplinary majors based in part on course offerings in engineering afford attractive opportunities to those students whose educational objectives do not coincide with the traditional, departmental structure of the College. Among such possibilities are the following:

Computer Science: A student may develop his own program to prepare for a career in computer science by taking appropriate courses offered by various departments. Such a program should include, but not be limited to, the following courses: Math 121, 122, 221, 222, 307; Phil. 205, 326; Engineering 122, 221, 211. The computer facility at the College is a time-shared system based on a Digital Equipment Corporation PDP-8 computer. Students have free access to the system at all times, both for course work and to carry out personal projects. Students at the College also have opportunities to work in the computer field at local insurance companies, in biomedical research laboratories, and in the studios of Connecticut Public Television, located on the College campus.

Biomedical Engineering: A student may develop his own program to prepare for a career in the biomedical sciences by taking appropriate courses, such as: Math 121, 122, 221, 222; Biology 191L; Physics 421; Engineering 411, 522; and additional courses according to his special interests in the field. In addition to these

courses, Trinity students have access to courses offered in the Master of Science in Biomedical Engineering program at the RPI Hartford Graduate Center. Other student opportunities include work on biomedical projects at local medical institutions.

C. MASTER OF ENGINEERING DEGREE. The Master of Engineering Degree Program is a plan for those who wish to obtain an accredited, professional degree in engineering. A student electing this program will receive a B.S. degree from Trinity College upon satisfactory fulfillment of the degree requirements. He will, in addition, take courses at Trinity and the RPI Hartford Graduate Center as outlined below, the successful completion of which will enable him to receive the Master of Engineering degree from Rensselaer Polytechnic Institute.

Admission to the Master of Engineering Program is obtained towards the conclusion of the third year upon recommendation to RPI by Trinity's Department of Engineering. Students desiring to enter this program should follow the Engineering Major listed on p. 72.

Thirty semester hours' credit (roughly, ten courses) are required in addition to satisfaction of the Trinity Bachelor's degree requirements. A minimum of 24 of these 30 credit hours must be earned at the RPI Hartford Graduate Center during the two-year period. Normally, from six to nine of these credits will be taken during the first year of the Master's Program, with the remainder taken during the second year so as to foster integration of the work at Trinity and RPI.

8. PRE-MEDICAL STUDIES

The preparation of men and women for medicine and allied professions is an important part of education at Trinity College; over ten percent of the student body is taking a program designed to fulfill the requirements of graduate schools of medicine, dentistry, veterinary medicine and the life sciences.

A pre-medical student at Trinity is not required to take a specific academic major but may choose whichever major interests him. However, for acceptance by a medical school, it is necessary that a student complete with good grades a number of courses in the natural sciences. On the average, medical schools strongly suggest that the following courses be taken by undergraduates: one year of mathematics, one year of English, one year of physics, two years of biology, and courses in chemistry through organic. The quality of the student's work in these areas (and, to a lesser extent, the

academic proficiency the student demonstrates in his major if it is not one of the sciences) is one of the main factors considered by medical school admissions committees. Students should try to complete their medical school requirements by the end of the Junior year in order to be properly prepared for the Medical College Admission Test (MCAT), which is usually taken in May of the Junior year. This is a nationally administered aptitude and achievement test which is used by the medical schools as one of the criteria which they consider in admitting candidates.

The Pre-Medical Advisory Committee is specifically charged with giving counsel to and preparing evaluation letters for students particularly interested in medicine and related fields. Students should consult with the Committee early in their college career to help in setting up a suitable program. It is not the policy of the Committee to determine arbitrarily which students may or may not proceed with pre-medical education. Neither can the Committee guarantee admission to medical school. The competition is extremely difficult, and many more qualified students apply to medical schools than there are places. A student whose academic record is not above average is strongly encouraged to consider other career choices.

9. PREPARATION FOR LAW SCHOOL AND BUSINESS SCHOOL

Many Trinity students go either directly or within a few years after graduation into law schools or business schools. While no specific undergraduate course work is required, the competition is keen and the quality of academic work submitted by the student must be high. A Pre-Law and a Pre-Business School Committee have been established to advise students interested in the fields and to provide a composite reference letter for them. The work of these committees is coordinated by the Career Counselor.

10. TRINITY COLLEGE/ROME CAMPUS

The Summer and Fall semester programs of the Trinity College/Rome Campus are designed as part of the undergraduate program offered on the main campus of Trinity College in Hartford. They are conceived as a way of offering special educational opportunities for students who want to broaden their cultural horizons and to learn through immediate exposure to a different and stimulating environment. Rome is a natural center for such a learning experience because of its wide range of objects of interest in art, music, literature, history, religion and archaeology in addition to its many contemporary cultural attractions.

Courses include mythology, archaeology, history of fine arts, studio arts, Italian language and literature, history, cinema and music. Courses are taught in English except for those in Italian language and literature. Excursions, informal study tours and side trips are arranged and integrated into the educational program.

The Trinity College/Rome Campus is situated on one of the original seven hills of Rome, the lovely Aventine, overlooking the Tiber on one side and the Circus Maximus on the other, close to most of the famous monuments of antiquity and convenient to transit facilities. Living quarters are in dormitory style dwellings of a renovated convent which is surrounded by parks and public gardens. Accommodations are mostly in rooms of double occupancy with private bath.

For additional information see the Director of the Trinity College/Rome Campus, Professor Michael R. Campo, or the Dean for Educational Services.

Academic Advising

Effective advising involves a maximum of contact between student and teacher. Since the Freshman Seminars provide this kind of relationship, they offer the natural basis for academic advising with regard to the non-major programs of study prior to the student's selection of a major field of concentration. Accordingly, each freshman is assigned his Freshman Seminar Instructor as Adviser and will remain under the guidance of this adviser until he has selected his major or area of concentration, at which time he will be assigned his departmental adviser.

Because his selection of courses is not prescribed in detail by the curriculum, the student is presented with the opportunity and the challenge to do his own academic planning. The adviser is provided in order that the student will have competent guidance as he makes the important decisions concerning his course of study.

The adviser and the advisee will discuss the student's program in relation to the educational goals of the College. It is at this point that the Non-Major Guidelines serve to embody a collective judgment on those matters which are worth the investment of intellectual effort. Thus, the selection of a student's academic program will be the outcome of an interaction among the particular student, the particular instructor, and the College's statement of the Guidelines.

Each academic department of the College maintains its own system for advising students who have elected to major in that department. This information is available from Freshman Seminar instructors, department chairmen (for their respective departments) and interdisciplinary program directors (see *Courses of Instruction*, for names).

The academic adviser will provide information about the College's general education program and alternative opportunities available in the curriculum. He also may act as a counselor, encouraging the student in the confirmation of his personal interests. The adviser serves as a link between the student and the administration. He will, when appropriate, refer students to sources of information, counseling and other personal help which are available in the College and the community.

Requirements for the Bachelor's Degree

The Bachelor of Arts is the degree normally conferred by the College on an undergraduate completing the requirements for a Bachelor's degree. However, a student who is graduated after completing a major or program of concentration in one or more of the Departments of Biology, Chemistry, Engineering, Mathematics, Physics and Astronomy, Psychology, or in an interdisciplinary science major such as Physical Sciences, may elect to be awarded the Bachelor of Science degree. Such a choice must be made known to the Registrar of the College not later than the beginning of a student's last semester in college.

Trinity, in cooperation with the RPI Graduate Center, offers a combined five-year engineering program which enables students to earn the Bachelor's degree from Trinity and the Master of Engineering degree from RPI (ECPD accredited).

It is possible to qualify for the Bachelor's degree in three calendar years through the Individualized Degree Program (see p. 8) or by utilizing a combination of Trinity's Transition to College Plan (i.e., regular summer term courses open to high school students who have completed their junior or senior year), Advanced Placement credit, and summer study. Similarly, it is possible to qualify in some subjects to receive the Bachelor's degree and the Master's degree at the conclusion of four years of study.

A candidate for the Bachelor's degree in the regular program must:

1. Receive 36 course credits.
2. Complete the qualitative and quantitative requirements for a major.
3. Attain a grade of at least C— for 26 of the 36 course credits, or grades of at least B— for enough course credits to offset any excess of grades below C—.
4. Complete at least eight course credits through registration in courses taught or supervised by Trinity faculty members during the regular academic year. Course credits earned through enrollment in an Open Semester shall not be counted toward the residency requirement.

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5. Pass a General Examination if it is required in his major. (Second semester seniors not taking General Examinations may be required to take final examinations in their courses.)

A student who has failed the General Examination will be offered one opportunity for re-examination. Should he fail on that occasion he may petition his department's chairman and the Dean of the Faculty to take a second and final re-examination no sooner than one year after his second failure. It is expected that such a petition will include evidence of adequate preparation completed, or to be completed, prior to the final re-examination.

General Examinations will be graded with one of the following terms: "Distinction," "High Pass," "Pass," or "Fail."

A candidate for the Bachelor's degree in the Individualized Degree Program must:

1. Complete 24 study units with a grade of C— or better in each study unit.
2. Complete a non-major project (or projects) to the satisfaction of the student's advisers and the IDP Coordinating Committee.
3. Complete the qualitative and quantitative aspects for a major, the requirements of which shall be determined by the departments themselves in consultation with the IDP Coordinating Committee.
4. Complete an integrative project (or projects), which relates his major discipline to other fields of knowledge, to the satisfaction of the student's advisers and the IDP Coordinating Committee.

CONCENTRATION IN MAJOR FIELDS AND INTERDISCIPLINARY PROGRAMS

Every candidate for the Bachelor's degree shall complete a major. A student's choice of concentration or major shall be made after the completion of the first year of study or at the close of the period of the student's sophomore status.

In the selection of a major a student must consult the chairman of the department (or his deputy) or the director of the interdisciplinary program. He should discuss the suitability of his intended major and obtain the chairman's approval in writing, and he should outline a proper program of courses for the satisfactory completion of this major.

No more than twelve courses in a single department will be required by a department or interdisciplinary major. Normally, the total courses

required for a major, including cognates, will not exceed eighteen. A student should not take more than fourteen courses in a single department.

Majors presently established at Trinity College include:

Art History	History	Political Science
Biochemistry	Mathematics	Psychology
Biology	Modern Languages	Religion
Chemistry	(French or German	Sociology
Classics	or Spanish)	Studio Arts
Economics	Music	Theatre Arts
Engineering	Philosophy	
English	Physics	

Interdisciplinary majors include:

Comparative Literature
Intercultural Studies
Urban & Environmental Studies

Interdisciplinary majors may be individually constructed by interested students (see Student-Designed Study under *Special Academic Opportunities*). These include American Studies, and a set of general guidelines for this major has been established.

Academic Standards and Regulations

ENROLLMENT IN COURSES

The college calendar consists of three terms: the Christmas Term and the Trinity Term, which comprise the regular academic year, and a Summer Term of shorter duration. Normally, all students attend the Christmas and Trinity Terms.

In making his selections for a given term a student should take into account the choices which the schedule allows for the following term as well as the subjects specifically required for his major.

A statement of the subjects and number of each course and the period in which it belongs must be presented in writing to the Registrar. Payment of the tuition fee entitles a student to register for a program of either four or five courses. With the consent of his faculty adviser and after notification to the Registrar, a student may enroll in an extra course. An additional charge will be made for a sixth course.

Regular students may, with the permission of the instructor, audit a course in which they are not enrolled. No examinations or credit will be given to such auditors and no entry made on the students' permanent academic record.

Permission to change courses is given during the first two weeks of the term. Arrangements for changes must be made with the student's adviser and must be reported by the student to the Registrar.

A student may drop a course without its being entered on his permanent record card any time during the first two weeks of the term. Any course dropped after the first two weeks of the term and up to the end of the second third of the term will be recorded on the student's permanent record card as "drop." No student shall be permitted to drop a course during the final one-third of the term.

All arrangements for making changes in a student's program of study must be made with the student's adviser and the instructors of any courses involved and must be reported by the student to the Registrar. Credit will not be granted for any course in which a student is not properly enrolled.

Physical Education courses and Theatre Arts 201, 202 are added and dropped according to a different schedule (see Physical Education and Theatre Arts under *Courses of Instruction*).

ATTENDANCE

While students are expected to attend regularly and promptly all their classes, college appointments and exercises, attendance at classes shall be evaluated in terms of its effects on adequate learning within the academic setting of classroom and laboratory. Therefore, the instructor will define the attendance requirements of each course and will announce them to the class at the beginning of the term.

Absences from class of freshmen and students on academic probation will be reported to the Office of the Dean for Community Life, there to be available only for use in student counseling.

Penalties for excessive cutting will be determined by the course instructor and may, at his discretion, include dropping the student from the course with a failing grade.

MATRICULATION

Students are matriculated to the rights and privileges of official membership in the College Body at the annual Matriculation Ceremony held in early autumn, after which students must sign the following oath:

"I promise to observe the Statutes of Trinity College; to obey all its Rules and Regulations; to discharge faithfully all scholastic duties imposed upon me; and to maintain and defend all the rights, privileges, and immunities of the College, according to my station and degree in the same."

ACADEMIC STANDING

Grades

At the close of each term the student and his parents, or guardian, will receive grade reports.

Passing grades are: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-. Grades below C- are unsatisfactory. F denotes failure.

There is one provisional grade: "Incomplete." Incomplete is used only when in the instructor's judgment a student has been prevented from completing required course work by circumstances beyond his control. Responsibility for making arrangements to complete course work rests with the student. If such work is not completed by the first two-thirds of the following term in residence, or at an earlier date if required by the instructor, a final grade of F will be entered on the student's permanent record card.

Pass-Fail Option

At any registration, any regular, full-time student may elect as part of a regular full-time program one course, not required for his major,

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in which he may request to be graded with either "Pass" or "Fail." This election may not be changed after the first two weeks of the term.

The Pass-Fail option may be exercised for physical education courses in addition to the one authorized for academic courses.

Full credit will be granted for a course which has been graded as "Pass." No credit will be granted for a course graded as "Fail," and "Fail" will have the same effects upon academic standing as the regular grade of F.

In the determination of averages, ranks, etc., "Pass" will have no arithmetic value; such determinations will be based upon the regular letter grades received.

The Pass-Fail option is the specified grading system for use in certain of the special academic opportunities: Open Semester, Student-Taught Courses, Trinity-High School Seminar Program. Credit from an Open Semester may be granted toward the fulfillment of major requirements at the discretion of the major department chairman.

Normal Course Load and Normal Progress toward the Degree

The normal schedule for freshmen and seniors consists of four course credits a semester. For sophomores and juniors the normal schedule consists of five course credits a semester. Every candidate for the degree (except one admitted to Trinity College as a part-time degree candidate) must enroll for at least four course credits in both the Christmas and Trinity Terms, except that he may enroll for fewer than four if:

1. he obtains the approval of the Academic Affairs Committee to reduce his course load; or
2. he has 30 course credits or more toward the 36 course credits required for graduation, in which case he is free to distribute his courses as he wishes during the next two terms of the regular academic year.

A student who enrolls for three course credits shall be considered to be in a full-time program.

Freshman, Sophomore, Junior and Senior Status

A student who has less than six course credits is classified as a freshman; one who has at least six but less than sixteen course credits is classified as a sophomore; one who has at least sixteen but less than twenty-six is classified as a junior; and one who has received at least twenty-six course credits is classified as a senior. Thirty-six course credits are required for graduation.

Admission to the Third Year

Before being admitted to his third year at Trinity College a student must attain a grade of at least C— for ten course credits.

ACADEMIC LEAVE OF ABSENCE AND CREDIT FOR WORK IN OTHER COLLEGES

A student who plans to be absent from Trinity College for one or two terms in order to participate in a program under the auspices of another academic institution must consult his major adviser. He should also discuss his proposed program with the Dean for Educational Services and should ascertain that it is a program approved by Trinity College for academic credit. He must then apply to the Registrar's Office for an Academic Leave of Absence in order to receive transfer credit for specific courses. Provided that the student maintains good standing and completes satisfactorily the work he has undertaken, as evidenced by a transcript, and provided he notifies the Registrar by March 1 or November 1, whichever date immediately precedes the term in which he intends to return, his readmission shall be automatic.

Work of C— (70) grade or better done at an accredited college may be counted toward satisfying the requirements for a degree. If the courses are in the field in which the student is, or will major, then the prior approval of his department chairman is also required. The applicant must identify the courses selected and the institution he proposes to attend. No course will be approved that duplicates other work submitted for degree requirements. The faculty reserves the right to examine the student upon all such work before allowing credit.

VOLUNTARY WITHDRAWAL

It is the policy of Trinity College to permit and, in certain cases, to encourage students to interrupt their college careers for a year of non-academic experience. A student in good academic standing who decides to interrupt his enrollment may voluntarily withdraw by informing the Registrar prior to his withdrawal. Such a student shall be automatically readmitted to the College provided he notifies the Registrar by March 1 or November 1, whichever date immediately precedes the term in which he intends to return. Students interested in exploring job opportunities for the period of their withdrawal should consult the Director of Career Counseling for assistance.

In extraordinary cases, where the Registrar has reason to believe that the student's proposed return would jeopardize the welfare of the

College, he may petition the Academic Affairs Committee to deny the student readmission. In such cases the Registrar would be expected to present evidence in behalf of his petition at a formal hearing before the Academic Affairs Committee. Such a hearing would be conducted in accordance with the standards of due process developed by said Committee.

TRANSCRIPT SERVICE

The College will furnish transcripts of a student's academic record upon the student's request subject to the following terms:

1. All requests should be directed to the Transcript Office and must be made (or confirmed) in writing by the requester. Requests from third parties will not be honored, except in certain cases involving the student's application for admission to an institution of higher learning, for financial assistance, or for employment.
2. Official transcripts (bearing the College seal and Registrar's signature) will not be delivered to the requesting student, only to the designated recipient. Unofficial transcripts can be furnished directly to the student.
3. All overdue debts and obligations to the College must be fulfilled as a prerequisite to transcript service.
4. Transcript fees will vary according to the quantity. The first one is free of charge. One dollar each is the normal cost thereafter, except that multiple copy orders can be accommodated on a reducing scale of fees and immediate service requests (less than 24 hours) cost \$1.50.

IRREGULAR CANDIDATES FOR THE DEGREE

The category of Irregular Candidate is established to aid selected students, who have been admitted to the College as regular candidates for the degree, to adapt to the Trinity curriculum. Irregular Candidates for the degree are certain foreign students and students with severe limiting physical infirmity. Students are placed in this special status only by vote of the Faculty on the recommendation of the Academic Affairs Committee.

To be awarded a degree, an Irregular Candidate must complete all degree requirements (see *Requirements for the Bachelor's Degree*). The Committee may require that such a student take preparatory or remedial work and may reduce his course load below the normal load of students in his class. The status of each Irregular Candidate will be reviewed by

the Committee and, on request, reported to the Faculty, at the end of each semester. If it appears that a student is unlikely to profit from further work at Trinity, he, like regular students, may be required to withdraw or helped to transfer.

ACADEMIC DISCIPLINE*

The Determination of Academic Standing

All courses for which a student is registered two weeks after the beginning of each semester are entered on the permanent record as "enrolled courses." Enrolled courses in which a student receives either a passing or a failing grade are considered "completed courses" for the purpose of determining academic standing.

Any courses dropped prior to the final deadline for dropping courses in any semester are marked "drop" on the permanent record. These courses do not count as "completed courses."

A student is normally expected to complete four courses for full course credit in each semester of his freshman and senior years, and five courses for full credit in each semester of his sophomore and junior years. He may not complete less than three courses in any one semester or less than seven courses in any two consecutive semesters and remain in good academic standing. In special cases, this rule may be waived by the Academic Affairs Committee.

Continuance in good academic standing presupposes that an undergraduate student will:

- | | |
|---|--|
| -if completing only three one-credit courses or the equivalent, | have completed four courses in the previous semester, and in the current semester receive a passing grade in each course, and a letter grade of C- or better in two; |
| -if completing four one-credit courses or the equivalent, | receive three passing grades, including two letter grades of C- or better; |
| -if completing five or more one-credit courses or the equivalent, | receive four passing grades, including three letter grades of C- or better; |

*These regulations will not apply to students in the Individualized Degree Program.

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- if completing fewer than three one-credit courses, have had the prior permission of the Academic Affairs Committee and receive a grade of C- or better in each;
- and, if enrolled in an Open Semester, receive a "Pass" for three or more course credits.

At the close of both the Christmas and Trinity terms, the record of each student is reviewed. If for any student the determination of academic standing is precluded due to the existence of provisional grades, the review of his record for that term shall be deferred until one or more final grades are given.

Academic Probation

A student will be placed on academic probation a) if he does not maintain good academic standing as defined above; or b) if he fails for three consecutive terms to attain an average of at least C-; or c) by vote of the Faculty if at any time it is determined that he has neglected his work.

When for any reason a student is placed on Academic Probation, notice of this action will be given the student, his adviser, and his parents or guardian. An entry specifying Academic Probation will be made on the student's permanent record.

Required Withdrawal

If a student incurs two academic probations in any three consecutive terms of his enrollment, he will be required to withdraw from the College for one year. In exceptional cases the student may petition the Academic Affairs Committee for readmission after one semester.

A student will also be required to withdraw from the College for one year if at any time, in the opinion of the Faculty, neglect of work warrants suspension.

Students who have been required to withdraw will be offered the opportunity to explain mitigating circumstances to the Academic Affairs Committee. If the circumstances warrant it, the Committee may recommend the waiver of required withdrawal, as well as the fulfillment of special conditions during the succeeding term(s).

If, during a period of required withdrawal, a student wishes to do work at another accredited college and have it counted at Trinity College, he must first secure the Registrar's approval for specific courses to be taken. He may petition the Academic Affairs Committee to have such work credited, 1) after he has been in residence at Trinity College

for one term following his period of required withdrawal, and 2) if he has done work of C— or better in at least four Trinity College courses during this term.

Readmission After Required Withdrawal

Students required to withdraw for any of these reasons are eligible to apply for readmission. However, each application will be considered on its merits, and readmission will not be automatic. The student should submit his petition for readmission through the Registrar to the Academic Affairs Committee, to reach the Committee not later than March 1 or November 1, whichever date immediately precedes the term in which he intends to return. Blank petition forms are available in the Office of the Registrar.

HONORS AT GRADUATION

The excellence of a student in the general work of his college course, or in the work of individual departments, is recognized at graduation by the award of honor rank in general scholarship, or in subjects in which the student has shown proficiency.

The two members of the senior class having the highest standing are designated, respectively, Valedictorian and Salutatorian.

Honors in the major are awarded at graduation. They are noted on the commencement program of the year in which they are awarded and in the next issue of the *Trinity College Bulletin*, Catalogue Issue. Honors in the major are awarded on the basis of all a student's work completed through and including the General Examination (if required in the particular major).

Students attaining the grade of A— or better in all courses required for the degree are graduated with the title of OPTIMUS.

The distinction of honor rank in general scholarship is awarded at graduation to students who have attained at least a grade of B— in each of thirty-six courses, and a grade of A— in twenty-eight of these courses. Of students who have been in residence less than four years, an equivalent attainment will be required.

Departments and Programs may recommend to the Faculty for Honors students who have achieved excellence in eight designated courses. Special examinations and a satisfactory thesis may also be prescribed. Students are advised to consult the departmental chairmen or program advisers concerning specific requirements.

HONOR SOCIETIES

Phi Beta Kappa, founded in 1776, is an honor society dedicated to humane scholarship. Members are elected from among those students who have achieved highest general scholastic standing. In addition, the charter of the Chapter stipulates that persons elected to membership "shall be men of honor, probity, and learning." Election to *Phi Beta Kappa* is widely regarded as a mark of highest distinction. The Trinity Chapter, known as the Beta of Connecticut, was chartered by the Yale Chapter, the Alpha of Connecticut, on June 16, 1845, and is the eighth oldest chapter of *Phi Beta Kappa* in the United States.

Pi Gamma Mu, a national social science honor society, was founded in 1924. The Trinity College Chapter, known as Connecticut Alpha, received its charter in 1936. The society has as its purpose the recognition of outstanding scholarship in the social sciences. Members are elected by unanimous vote from among graduate students and undergraduates of the senior and junior classes who have achieved superior rank in scholarship in the social sciences. The society is also empowered to elect to membership persons who have distinguished themselves in public service.

Sigma Pi Sigma is the only national physics honor society. It has chapters at some 200 colleges and universities of recognized standing which offer a strong major in physics. Membership is restricted to physics students and others in closely related fields. Selection is made on a scholastic basis. The objects of the society are: (1) to serve as a means of awarding distinction to students having high scholarship and promise in physics; (2) to promote student interest in physics, and to encourage a professional spirit and friendship among those studying that subject; (3) to interest and inform the college community regarding developments in physics. Trinity became affiliated with the Society in 1949.

Delta Phi Alpha, the national German honorary fraternity, was founded in 1929. The Trinity Chapter, Delta Upsilon, was chartered on March 7, 1958. Delta Phi Alpha seeks to recognize excellence in the study of German and to provide an incentive for higher scholarship. In so doing it aims to promote the study of the German language, literature, and civilization, and endeavors to emphasize those aspects of German life and culture which are of universal value. To qualify for membership, students must distinguish themselves scholastically both in German and in other courses, and must give evidence of continuing interest in the German language and German culture.

Courses of Instruction

The areas of course listings included in this section are: College Courses, Freshman Seminars, Intensive Study Programs, Departmental and Program Courses, and Student-Taught Courses. The requirements to fulfill a major within each department or program appear at the beginning of the respective course listings.

KEY TO COURSE NUMBERS, COURSE CREDITS

Odd numbered courses are offered in the Christmas term (September-January); even numbered courses are offered in the Trinity term (January-May). A course offered outside its normal sequence is modified by the notation (1) or (2) immediately following the three digit course number. A (1) following the course number indicates that the course is offered in the Christmas term; a (2) indicates that it is offered in the Trinity term.

Courses are identified by numbers ranging from 100 to 699. Undergraduate courses are numbered 100 through 499, graduate courses 500 through 699.

Independent Study courses, in addition to the courses listed in this bulletin, are available by special arrangement. Permission is required of the instructor and his department chairman.

All courses, except those in Physical Education, normally meet throughout the semester, and earn 1 or $1\frac{1}{4}$ course credits. A lecture course meets 3 hours a week for a semester and earns 1 course credit (the equivalent of 3 semester hours); a laboratory course meets 3 hours a week for lecture plus 3 hours a week for laboratory, and earns 1 or $1\frac{1}{4}$ course credits (the equivalent of 4 semester hours). Courses which meet for irregular lengths of time or which earn either more or less than 1 course credit, are so designated in the course description. Physical Education courses meet for $\frac{1}{2}$ semester and earn $\frac{1}{4}$ course credit.

Courses which meet throughout the year, and which require completion of the entire course in order to earn credit for any part of the course, are hyphenated, e.g. Music 321-322. Course numbers joined by a hyphen also designate certain courses which combine the work of 2 full semester courses within one semester, e.g. Greek 101-102.

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Symbols

- (1) course offered in the Christmas term (out of sequence)
- (2) course offered in the Trinity term (out of sequence)
- [] course not offered in the current academic year
- L Laboratory course
- M Monday
- T Tuesday
- W Wednesday
- Th Thursday
- F Friday
- TBA To be arranged (instructor or meeting time)

College Courses

College Course 107: Basic Film Making – An introduction to the elements of film language through analysis of professional films and production in Super 8. One course credit. Enrollment limited to 15. Permission of instructor. Offered both terms. – Stires WF 2:30–4:00 in the Language Laboratory.

College Course 160: The Past and Future of Higher Education – Discussion focused upon American higher education in the nineteenth and twentieth centuries. Of particular concern will be the problems in the areas of curricula, social policy, finance, governance, non-academic obligations, accountability. Term paper required. Sophomore year and above. Permission of instructor. T.D. Lockwood and other members of the administration. Course limit: 25 students. Trinity Term 1972–73. Time: TBA

Freshman Seminars

Normally, each entering freshman chooses a Seminar as one of his courses during his first term at Trinity. The Freshman Seminar Instructor serves as the faculty adviser for his seminar students (see *Academic Advising*). Robert B. Oxnam, Assistant Professor of History, is the Coordinator of the Freshman Seminar Program.

The Freshman Seminars for 1972–73 are:

Women in the Economy

The seminar will explore women's economic role, both inside and outside the home, and discuss how it has changed over time. The specific topics to be covered in the seminar will depend on the interests of the class. Possible topics include: women's role in technologically primitive societies; women's role within the family; the women's rights movement in the United States; the entry of women into the labor force, their occupations and earnings; case studies of women's economic status in other countries.

Although the focus of the seminar will be upon women's economic role, we shall employ a fairly broad interdisciplinary approach to the subject matter. The primary objective of the seminar will be to gain an understanding of women's economic status, within the larger context of women's position in society. Students will be encouraged to formulate their own views of the dimensions of the problem and of the necessary programs for social change.

Violence in America: An Historical Inquiry

After briefly examining some of the general literature on the nature and significance of collective violence in the American past, the seminar will concentrate on monographic accounts of various types of such violence, e.g., slave revolts, labor upheavals, and racial violence. Specific episodes covered will include the Nat Turner revolt, the railroad riots of 1877, the East St. Louis race riot of 1917, Ku Klux Klan violence in the 20th Century, and the Watts uprising of 1965.

The basic approach will be historical, although attention will also be paid to contributions by psychologists, sociologists, and political scientists. The primary purpose is to develop an understanding of the causes of collective violence and its consequences for American society. Students will have ample opportunity to develop their skills of historical analysis and interpretation.

Combinational Topology and Geometry

The discussion will begin with the classification of compact surfaces, and continue, as time allows, with other geometric or topological matters: vector fields, fundamental groups of surfaces, networks, coverings.

The Politics and Administration of Work

Decentralization of responsibility, revenue sharing, departmental reorganization, and consolidation of categorical grant-in-aid programs are transforming traditional public institutions, requiring us to develop new concepts and theories of politics, government, and administration. The purpose of this seminar is to study the forces of social change and the evolution of government by concentration on manpower; namely, the jobs men hold and the skills they bring to these jobs.

The seminar will be structured as a manpower "task force" to probe such questions as: What is work? What is the responsibility of government for unemployment and the creation of jobs? What are the political, economic, social, administrative, and environmental barriers that stand between those who want to work and productive employment? How do the political parties and special interest groups differ in their interpretation of governmental priorities? Given the alternative futures for American society, what is the relationship between present manpower programs and the type of society fostered by these programs?

Individual and State in Greek Culture

An investigation of the relationship between the Individual and the State in Ancient Greece.

The attention of the Seminar will be directed mainly to the corpus of Greek literature; to a lesser extent to Art and Archaeology and official Public Documents (inscriptions) on stone. The reading will be wide, varied and comprehensive, embracing Epic (Homer's *Iliad* and *Odyssey*), Drama (Sophocles' *Antigone*), Comedy (selected plays of Aristophanes), History (Herodotus and Thucydides) and Philosophy (Plato's *Republic*).

The Seminar's objective will be to reach an understanding of what the individual Greek required of his government and what it required of him. Questions will

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arise: To what extent was the Greek "free"? Why did a pan-Hellenic National Government never develop in ancient times from the cluster of independent city-states? How could humanism and slavery co-exist in the "birthplace of democracy"? The Seminar will examine these questions (and others) and answer them. The study of Greek society will be of interest to the individual of today who is concerned about his responsibility to institutions.

Down These Mean Streets: Black Urban Literature

One of the most significant aspects of 20th century Black life in the United States has been the movement from rural areas to the city. This trend continues and has profound implications for the development of contemporary Black social and political thought. The seminar will focus on the experience of Black people in the cities as it is expressed and interpreted in selected works by 20th century Black writers. In particular, the seminar will examine both individual experiences with the city (autobiographies) and collective strategies for coping with the urban environment (selected writers and urban-based social and political movements). The general objective of the seminar is to explore Black urban life-styles and strategies for Black survival in the cities.

Computers and Pre-College Education

Study of the use of the computer in education for both instruction and administration with particular attention to the needs of the students as seen by students. The scope of the study will include instructional use in the humanities and social sciences (as well as the more obvious use in mathematics and science), student-related administrative activities such as attendance records, grade reporting, guidance functions, and the usual business office needs of the administration. The seminar will be organized as a project study. Each student will have a specific research area and reporting responsibility, will make brief written progress reports with oral presentation to the group and prepare a final report on that topic. The final reports will be put together as a single report. The exact timetable will be worked out by the students and the instructor. Students will be expected to learn some elementary programming in BASIC.

Chemistry and the Environment

The objective of this seminar is two-fold: 1) to provide an incentive for further study of chemistry by demonstrating the relevance of chemistry to currently pressing environmental problems and 2) to foster a better understanding of environmental issues by considering them from a scientific point-of-view. Initially, the seminar shall consist of instructor-moderated and broadly-based discussions of topics such as: the balance of nature, the pollution of air and water, the depletion of natural resources, the impact of rising energy consumption. The latter part of the seminar shall be devoted to student-moderated discussions of student-written papers dealing with the pertinence of chemistry to an understanding of specific environmental issues, e.g., the "death" of Lake Erie, the decline of the eagle population, the "Miramata disease," the control of the gypsy moth.

Between East and West: the Byzantine World

A usual view of history has Rome fall in 476 A.D. and follows the Western Middle Ages through Charlemagne and the Crusades to the Renaissance and Reformation. It is at a loss, thereby, to see clearly a relationship with Russia on the one hand and Islam on the other. It fully understands Catholicism and Protestantism, but cannot come to grips with Orthodoxy. The missing link is the Christianized Roman

Empire of the East that survived the Western by over a thousand years. This Byzantine Empire saw the flourishing of Eastern Christianity, the continuation of Hellenistic humanism long before the Renaissance; it aided the formation of the Russian state and related to Islam and the Orient long before the Crusades and the Age of Exploration.

Our approach will be topical: according to the interests and aptitudes of the students the seminar will discuss Byzantine art and music, the Orthodox Church, Byzantium and Russia, Byzantium and Islam, Byzantine literature, relations with the West, Mount Athos and the Eastern Mystical Tradition. Each student will be responsible for a class presentation and discussion. The entire seminar will assist at the Divine Liturgy in a Greek Orthodox Church and will benefit from guest lecturers and slide and phonographic presentations.

Myth and Dramatic Form

Ever since the dawning of civilization man has created myths in part as a means of expressing a world vision. Myth is fundamental to man's psychology as well as his literature. The seminar on Myth and Dramatic Form has three primary objectives. We shall begin by defining the general function and purpose of myth through a critical examination of selected readings on the subject. Then we shall proceed to study myth as it appears in dramatic form. Here our point of departure will be four Greek myths (Electra, Medea, Oedipus and Phaedra); for each of these myths the student will be expected to read a selection of plays dating from the Greeks to modern times. Our objective is to determine through a comparative analysis of these plays how and why each successive generation of playwrights imitated, adapted or completely transformed the content and form of the ancient Greek myths. Our third aim is to discover whether these myths remain valid modes of expression for twentieth-century man, or whether the appearance in theatre of such new "mythical figures" as the clown and the vagabond is symptomatic of modern man's need to create new legends which are more representative of his aspirations.

In this seminar the student will learn about the function of myth in dramatic form, the history of theatre and theatre technique and finally the comparative methods of literary analysis.

Sport: A Contemporary View

The seminar will be divided into two terms. The first or long term, lasting the first twelve weeks, will consist of discussions pertaining to psychological and sociological aspects of sport in a changing society. Background for the course acquired through selected reading. Topics for class discussions will have some degree of flexibility and will be selected by the students according to their interests. Every student will be expected to bring to the seminar information about topics under consideration and present this material for discussion.

The second or short term, lasting the final four weeks, will give each student the opportunity for independent concentrated study in a special interest area culminating in a research paper. During this short term the seminar as scheduled will not meet at its regular time. The instructor will be available, however, for counsel during this time.

Psychology and The Problems of Society

A survey of psychological approaches to societal problems. Discussions will include cognitive interests of pre-school children, minority group patterns, advocacy vs. neutrality and social welfarism.

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Evolution in Music

A study of evolutionary forces in Music, including both popular forms and innovative techniques in dealing with music forms involving other arts (opera, song, etc.). Recurring source material (such as legend prototypes) will be stressed. Many of the specific areas in Music History to be covered will depend upon the interests of the students.

An Examination of Motivation in Educational Settings

Motivation is clearly one of the most persistent problems plaguing both teachers and students. Although psychologists have devised a variety of "theories" or "models" of motivation, there have been surprisingly few attempts to systematically apply these ideas to instructional practices. This seminar will examine several approaches to motivation and consider their applicability to the real-life problems of creating and maintaining student interest in instructional topics. One phase of the seminar will include an examination of theories of motivation such as:

1. Behavior modification based on Skinnerian operant conditioning principles.
2. Intrinsic motivation or curiosity based on cognitive and neobehavioral theories, and
3. Achievement motivation as developed by McClelland and Atkinson.

A second phase of the seminar will be an examination of the practical problems involved in generating learner interest. An attempt will be made to view the problem from the vantage-point of the student and the teacher and will hopefully include some data-gathering activities in secondary schools. Finally, the theories will be used as a framework to analyze the real-life problems and to suggest possible solutions. Thus, the seminar is adventuresome at least to the extent that it will try to span a theory-practice gap that has not yet been successfully bridged. The purpose of the seminar is to provide students with the opportunity to observe secondary schools as an "outsider" and, perhaps, see different aspects of the teaching-learning process from those he experienced as a student and to acquire an elementary knowledge of motivation theories and of some investigatory techniques used in the study of education.

The Structure of Comedy

This course will study comedies as literary structures and explore their relations to such fields as philosophy, psychology, and sociology. The questions of what is funny and why have intrigued many philosophers and psychologists: comedy has sometimes seemed basic to an understanding of human reality. In addition, since it so frequently deals with matters of education and social order, comedy often raises questions which naturally connect it with fundamental problems in psychology and sociology.

Beside being funny, comedies raise a number of issues which are basic to all literary analysis and understanding. Specifically literary questions involve: 1) the nature of narrative meaning, in the movement of many comedies from a rigid and outmoded society to a new and freer one; 2) the nature of functional meaning, in the uses of character, image, and events; and 3) the nature of world-views as they are dramatized in widely different comic plays and novels.

Freud and Psychoanalysis

The objective of this seminar will be a *philosophical* analysis of the work of Freud. Toward this end we will read Ernest Jones' biography of Freud as well as a broad spectrum of representative works of Freud, some of which will be read only in part, others *in toto*. Included will be the following: *Studies in Hysteria* (in part), *Inter-*

pretation of Dreams (in part), *Psychopathology of Everyday Life* (in part), *Three Essays on the Theory of Sexuality*, *Dora*, *The Sexual Enlightenment of Children* (in part), *Leonardo DaVinci*, *Beyond the Pleasure Principle*, *Character and Culture* (in part), *Sexuality and the Psychology of Love* (in part), *The Future of an Illusion*, *Civilization and Its Discontents*, and *Moses and Monotheism*.

Classes will mainly be discussions, including such topics as: the "scientific" and "therapeutic" nature of psychoanalysis, the concept of mental illness, the sexual vs. psychosexual, the role of the unconscious, and the ethics of psychoanalysis. Toward understanding some of these topics we may read in Thomas Szasz's *The Myth of Mental Illness* and his *The Ethics of Psychoanalysis*.

Intelligence, Natural and Artificial

All human beings certainly exhibit abilities of intelligence: they organize their impressions of the world around them into a coherent mental picture; they recognize various patterns of sound or light, often incomplete, as meaningful sentences or familiar faces; they learn to speak their native language without formal instruction; they can understand new situations or ideas by analogy with old; more surprisingly they can sometimes understand them without such analogy; they can create something new, and come to a decision as to whether this new thing or idea is better or worse than that which they had before.

The parts of the seminar labeled Natural will be aimed at more precisely describing such acts of intelligence, and, as far as possible, understanding what steps we go through as we carry them out. We might also try to see if there are limits which can be imposed on this understanding of intelligence.

The parts of the seminar labeled Artificial will be studies of attempts to duplicate intelligent acts by machines. Though some of these attempts were made hundreds of years ago, the overwhelming number are being tried today using modern computing machines. We can also ask if there are social or ethical consequences inherent in the development of artificial intelligence.

The Biology of Man

A treatment of the basic principles of living systems and an application of these to the study of man. Particular attention will be devoted to structural and functional characteristics which document man as an integral component of an evolving physico-chemical phenomenon.

The purpose of the seminar will be to design this course.

Since the general keynote is provided by the course description, the primary function of the seminar group will be to select, arrange, and explore in depth those specific topics which will best fulfill the objectives of the course. Working as individuals or in small groups, students and the instructor will be expected to outline and present lectures, and demonstrations, dealing with the previously selected topics. It is hoped that students will emerge from this series of exercises with a substantial insight into the biological nature of man as well as an appreciation for the techniques and the effort necessary to prepare a college level course.

The Varieties of Communism

The first part of the seminar will study the work of Karl Marx and Friedrich Engels and its subsequent interpretation by Bernstein, Lenin, Stalin, and less prominent schools of Marxist thought. The second part will study the work of contemporary Marxists and their critics. An inquiry will be made to see whether it is possible to establish some correspondence between theory and practice in contemporary Europe and North America.

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The purpose is to acquire a clear grasp of Marxist political philosophy and to be able to distinguish between the various schools of thought.

Imaginative Writing

This seminar is designed to give students who are interested in or enjoy writing imaginatively a chance to develop and refine their skills. Each class period is devoted to reading and commenting upon one another's works. Each student will be responsible for handing in an *average* of 1000 words of prose or 40 lines of verse per week. The greater the variety of work you submit, the more you will benefit from the course. Hence requirements are not week by week – you may write a 4000-word story and have it count as four weeks of work.

In addition, each student will be required to keep a “writer's notebook” of ideas, sketches, etc. which may or may not be developed into finished form during the course. This notebook will be the basis for two or three conferences with the instructor during the semester.

The Idea of a Crusade 1095–1945

The student should pick a topic dealing with a crusade and develop a bibliography for it. Periodic progress reports will be made orally, and a paper will be submitted at term's end. Some effort will be made to distinguish and define the word “crusade” as separate from “movements,” “forces” and so on. Thus, while this is a history seminar, it cannot exclude other disciplines. Consideration will also be given to the problem of myth (what we think happened) and reality (what actually happened), for example by comparing the original documents with modern literature. Joan of Arc is one instance that is useful for this study.

The Religious Dissenter in American Society

A study of the nature and basis of dissent from cultural values and policies by religious ‘rebels.’ The focus will be on the theological rationale behind religious dissent and the aim will be an understanding of how religious belief can and does form a critique of prevailing cultural values in America. We will look at such dissenters as the Berrigan brothers, William Stringfellow, the radical Jews, the Jesus people, the death of God theologians, religious Marxists, the underground church, sect-religion, Black Muslims, Satanic cults, communalists, fundamentalists, etc.

We will be seeking to answer the following questions, among others: what makes a person a *religious* rebel? What beliefs about God, man, and society form the basis for religious dissent? What beliefs about God and man are most likely to produce social and religious conformism? How do religious beliefs affect a person's total life-style?

Topology

This seminar will study elementary point-set topology beginning with its most elementary aspects. The goal is not to cover a large amount of material, but rather to study carefully some of the basic ideas of the subject, involving the student directly with the development of the material. There will be some attempt to relate the ideas to the calculus. Therefore, the student should have studied calculus or be taking calculus concurrently. Other than this, there is no mathematical prerequisite.

Sports and American Society

The seminar will engage in a systematic investigation into the cultural role of sports in America. The approach will be psychosocial. An effort will be made to create an

awareness and an understanding of the psychological significance of sports, which strongly influences Americans throughout their lives, and of the cumulative effect of this influence in terms of societal values, use of leisure time, and the economy. Interrelationships between sports, religion, violence, race relations, ethical-moral codes, national economy, etc., will be explored.

Negritude: Militancy and Moderation

Militant and moderate attitudes of the Black writers in French from West Africa and the West Indies, starting with Maran's novel, *Batouala* (1921) and ending with the independence of West African republics such as Senegal, Mali and others in 1960. We will read the poetry of Senghor, Césaire, Damas and Brierre, as well as the stories and novels of Birago Diop, Jacques Roumain, Camara Laye, and Fernand Oyono.

The readings may be done in French or in translation, with class discussion in English. The main endeavor is to arrive at a personal understanding of what Negritude means to these writers and of the value of Negritude in the Black awareness of today.

The seminar will be what its members make it, through their participation and personal contributions. We will be fellow students, *all of us*, in our search for a definition of Negritude.

Economic, Public Policy, and Analysis of Public Choice

The seminar will be an introduction to the study of the allocation of resources under conditions in which the market fails to efficiently allocate resources or optimally distribute income. The seminar will consider the important question as to what goods should be produced for profit and what rules might govern non-profit provisioners of goods and services. Economic analysis will be applied to such major areas of public policy as a consideration of the bases for collective action; means of financing public action; rationale for taxation; income distribution; an analysis of the targets of public policy with special reference to medical care, housing, education, welfare, environmental quality, road pricing and congestion; government policy with reference to wages and prices, and business concentration.

The course will commence with a simple exposition of the way prices of goods are determined and the organization of production in a business firm and is followed by an examination of the approach of government to these decisions. The objectives of government in assisting business is examined and in the choice of targets for public policy analyzed.

Narrative Archetypes in Television

Television, like other forms of human expression, reveals patterns – particularly of narrative, theme, and imagery. This seminar examines the narrative patterns in current television, and compares them with other expressions of pattern in our culture, particularly in literature and the arts.

A variety of television programs will be viewed and analyzed in the light of the critical and philosophical concepts of such scholars as Morse Peckham, Ernest Gombrich, Northrop Frye, Wylie Sypher, and others. In short papers, students will report their findings to the seminar.

Intelligent Life in the Universe

This seminar will explore the current state of knowledge about the possibility of extraterrestrial life. In so doing, we shall look into a number of areas at the frontiers

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of scientific research and speculation, including astrophysics and cosmology, the physics and chemistry of life, communications theory, and biological ideas about the definition, origin, and evolution of life. Unavoidably, we shall find ourselves inspecting the nature of scientific inquiry itself.

Human Memory

Associationist and cognitive views represent two traditional approaches to the study of memory. Association theorists suggest that new elements of information are remembered because of the contiguity with previously learned elements. Cognitive theorists view the learner as organizing information along certain principles, codes, or plans. According to cognitive theories, information is remembered when a suitable code for its storage and retrieval has been created. The purpose of the seminar is to give some understanding of these views of human memory. While mnemonic techniques will be briefly reviewed, the seminar cannot be described as a remedial course in memory.

In the seminar we shall first discuss association theories of memory and replicate a small number of now classical association experiments, e.g., paired associate studies. Then cognitive theorists, notably Sir Frederic Bartlett's work, will be reviewed and some experiments inspired by his work will be conducted. The seminar will conclude with the case study of an individual who remembered almost everything he ever learned. This case was described by the Russian psychologist Luria.

Concepts of Man in Major Religious Traditions

The general objective of the seminar is to isolate, analyze, and criticize the most important ideas about man in each of the world's major religions. We shall be doing philosophy of religion in a global context. Specifically, the seminar will deal with the concepts of man in Greek, Jewish, Chinese, Indian, Christian, Islamic, and Marxist thought. We shall be reading one major article by a leading thinker belonging to each tradition. These articles are in S. Radhakrishnan and P. T. Raju (eds.), *The Concept of Man: A Study in Comparative Philosophy*, second edition. The major focus, though, will be on primary texts from each tradition. The seminar will select the texts corporately. The seminar format will be to analyze and discuss the religious texts themselves for their respective concepts of man.

Technology and Medicine

In recent years, medicine has been revolutionized by scientific and technological advances. Indeed, the pace of change has increased. In addition, social pressures have added to those of science and technology, producing a demand for a new concept of medical care, a new ethic of responsibility for both the physician and the scientist, and a new structuring of institutions to deliver broader and better care.

In the seminar we shall explore the present and potential consequences of technological and medical discoveries. Of particular importance will be the problem of dynamic change in an era when reality often exceeds imagination, and the issue that man himself has become the trustee of his own evolution on earth.

The objective of this seminar is to develop an understanding of the role of technological advance in medicine and its subsequent impact on the development of society. Students will have an opportunity to visit local medical institutions and develop an awareness of the health care delivery system.

Images of Politics in America

The way we think about politics and politicians is largely determined by mental images that are suggested to us by these terms. What are the images of politics

common to Americans? Where do they come from? What consequences do they have? Answers to these and related questions will be sought in this seminar. In the process we will explore a wide variety of materials in which images and models of politics are explicitly or implicitly presented. These will include writings of academic political scientists, journalists (of both the print and electronic variety), and the underground press, and also some popular entertainment forms – movies, television, fiction – in which political themes are expressed.

The objective of this exploration will be to gain insight into the process of conceptualization and thinking, with politics as the subject focus, for ourselves as well as other citizens and more specialized students of politics. We will also seek to understand some of the consequences of our mental images of politics for our actions both as individuals and as a nation.

Free Man and Anonymous Society

For a variety of reasons, many people believe that it is not possible to be a free individual at the same time that one is a member of a society. Some find that society is totally indifferent to their personal wishes. Others find that the political and social organization of men has corrupted the individual's sense of right and wrong. Some feel that only by encouraging greater organization can we meet the threat of anarchy. Despite these differences, there is widespread agreement that we are in the midst of some sort of moral or spiritual crisis, and that the outcome is far from certain. We will attempt in this course to see if this crisis is real, and if it is, what one should do in the face of it.

Fascism

After discussing certain theoretical works on the problem of "totalitarian" and non-democratic societies, the seminar will concentrate on the political system of Nazi Germany.

We will examine the intellectual origins of Fascism; its social and economic causes; the problem of anti-Semitism; the relationship between the radical right and established conservative elites. Hopefully we may even define what Fascism is. For purposes of comparison the seminar will discuss Stalin's terror as well as right-wing politics in the United States. We will explore the concept of "totalitarianism" and discuss basic differences between Fascism and communism.

This will not be a survey course. The seminar will seek to develop an imaginative and intelligent response to the many controversial questions raised by the readings.

Freedom

The problem of freedom has many facets. This seminar is designed to provide both readings and discussions which will stimulate deeper and more critical thinking about the meaning of freedom in human life. We will attempt to focus on this meaning through contemporary literature and drama and to trace the historical roots of our current ideas of freedom in western society. Particular problems to be discussed are freedom in personal relationships, freedom in a larger society, freedom in the face of evil, freedom in one's work, freedom in determining the future, and freedom in relation to a god.

Intensive Study Programs

The Intensive Study option of the curriculum permits a group of students to focus one term of their study around a specific topic. This objective is achieved in one

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of two ways: (A) Approximately twelve students work with a single instructor on or off campus, or (B) Three courses in related fields are taken concurrently by one or more students who also enroll in an integrating seminar. Under type (A) a maximum of four course credits, evaluated on the scale of A to F, may be earned. Under type (B) course credits are earned on a course-by-course basis as with individual course registrations, and one course may be elected by the student on a Pass/Fail grading basis.

The American Maritime Experience

This program will be offered at Mystic Seaport to a group of approximately 12 students who will be in residence at the Seaport for the Trinity Term of 1973. Designed to provide a concentrated and thorough exposure to a specific area of investigation, and at a location which is particularly conducive to such study, the program will be directed by Professor Sloan and will consist of an integrated series of lectures, seminars, and individual tutorial projects. Participating students will take two credits of course work in American maritime history in which they will examine various social, economic, political, and technological aspects of America's relation to the sea from the early seventeenth century to the present. Problems in historical interpretation and methodology, together with the use of original documents, will receive particular emphasis. Students will also take a one-credit course in the Anglo-American literature of the sea, concentrating on major maritime works and authors of the nineteenth century. For the individual tutorial, each student will undertake a one-credit independent study project, utilizing a wide range of sources, such as the extensive manuscript and published materials at the G. W. Blunt White Library, museum exhibits, restored buildings, preservation facilities, and the numerous vessels at the Seaport.

Courses to be taken by students enrolled in the program:

American Maritime History: 1600 to the Present

An examination of America's relation to the sea, which will consider such topics as maritime exploration and its relation to discovery, settlement, and development of trade; early mercantile enterprise within the British colonial system; coastal and overseas trade; growth of and commercial rivalry among seaports; whaling; shipbuilding; varieties of life at sea; the relationship between governmental programs and maritime interests; the growth of the United States Navy and the interrelationship of naval and merchant marine activities; the impact of steam propulsion on an age of sail, and technological developments in the era of steam power; American commercial expansion, theories of seapower, and the question of imperialism; labor problems, labor reforms, and unionization; the impact of war on seagoing enterprise; science and the sea; and the growing foreign competition in labor, shipbuilding, and commerce as related to efforts towards providing solutions to the plight of the American merchant marine. Two course credits.

Anglo-American Literature of the Sea

Reading, frequent analytical papers, and group discussion of selected major works in late eighteenth century through early twentieth century English and American maritime literature, such as: Smollett's *Roderick Random*; Marrayat's *Peter Simple* and *Mr. Midshipman Easy*; Cooper's *Red Rover*; Coggeshall's *Voyages to Various Parts of the World*; Dana's *Two Years Before the Mast*;

Melville's *Redburn*, *White Jacket*, and *Moby Dick*; Nordhoff's *Life on the Ocean*; Bullen's *Cruise of the Cachalot*; Russell's *Wreck of the Grosvenor*; Conrad's *Mirror of the Sea*; Masfield's *Bird of Dawning*; McFee's *Watch Below*; and Tomlinson's *The Sea and the Jungle*. Specific reading assignments will be integrated whenever possible with corresponding topics in the maritime history course.

Independent Study Project

In order that students in the Intensive Study Program have the opportunity to make a thorough investigation, analysis, and presentation of a subject in their particular area of interest, each student will take a one-credit independent study course concerned with a particular aspect of the maritime experience. After consultation with the instructor, the student will choose a specific subject and will design an appropriate program for the independent study; the results of this project will be presented to the class at the conclusion of the term.

This program will be open to all Trinity College undergraduates and has no prerequisite other than permission of the instructor. — Sloan. Trinity Term 1972–1973.

Social Psychological Theory Applied to Social Issues

An in-depth search for links between theory and real-life situations as they pertain to attitudes, decisions, behavior and change. Seminars, field work and experimentation will center on issues of current concern depending on the interests of the students involved, and the culmination of the study is a joint position paper on the relationship between social psychological theory and the problems investigated. Limit: 15, 4 credits. Permission of instructor required. — Toomey. Christmas Term 1972–1973.

Modern Italy: An Interdisciplinary Approach

Students who choose to enroll simultaneously in both History 337, Modern Italy, and either Italian 291, Modern Italian Literature in Translation or Italian 293, Modern Italian Literature, may earn a third course credit by satisfactorily completing additional requirements. Any student may, however, enroll in either or both courses (history and literature) without electing the additional work. This work will consist of a research paper, the completion of a supplementary reading list, plus written and oral examinations conducted by both course instructors. Students enrolling for this extra work will do so through the Independent Study option. As a variation of the Intensive Study Program (only two related courses are offered), this interdisciplinary study of modern Italy is offered for students who wish to enroll in at least one other course. — Painter and Campo. Christmas Term 1972–1973.

Biochemistry

The Biochemistry major is awarded by the Chemistry Department and consists of the following one semester courses: Chemistry 206L, 208, 211L, 212L, 315, 404, Physics 122, Mathematics 122, Biology 317L, 318L, and two courses selected from the following: Chemistry 313L, 403, Biology 320L, 321L, 412L, 414L. A grade of at least C– must be obtained in Chemistry 212L, 315, Biology 317L, 318L.

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Mathematics: 110 Calculus (or any higher numbered course)

Physics: 102 Principles of Physics II
122 General Physics II

CHRISTMAS TERM

191L. Biological Principles – An introduction to the unifying principles of biological science: an organization and origin of the biosphere, the cellular basis of organisms, reproduction and inheritance, the physical and chemical basis of cells, and general principles of populations. Illustrations will be drawn mainly from the fields of molecular and cellular biology. Laboratory experience with the microscope, preparation of materials for microscopy, and demonstrations of the physical, chemical and biological properties of cells and their components. Permission of the instructor. $1\frac{1}{4}$ course credits. – Child MWF 9:30

Lab. Sec. A – Child M 1:10

Lab. Sec. C – Child W 1:10

Lab. Sec. B – Child T 1:10

211L. Invertebrate Zoology – A phylogenetic treatment of the major groups of invertebrate animals based upon their morphological characteristics and their functional attributes. The laboratory will provide comparative examination of the relationship between structure and function in the major invertebrate groups through demonstration, dissection, and experimentation. Prerequisite: Biology 191L. Permission of the instructor. $1\frac{1}{4}$ course credits. – R. Brewer MWF 11:30

Lab. Sec. A – R. Brewer W 1:10

Lab. Sec. B – R. Brewer Th 1:10

311L. Vertebrate Comparative Anatomy – A treatment of the evolutionary history of the vertebrates based on a comparison of the gross anatomy of living and extinct forms. The lectures are correlated with a series of dissections including *Squalus* (Dogfish) and the cat designed to introduce the student to the fundamental nature of vertebrate anatomy. Prerequisites: Biology 191L and permission of the instructor. $1\frac{1}{4}$ course credits. – Burger TTh 11:20

Lab. – Burger T 1:10

313. Vertebrate Microscopic Anatomy – A lecture course designed to provide the student an insight into the structure of cells and their organization into vertebrate tissues. Prerequisites: Biology 191L and permission of the instructor. 1 course credit. – Van Stone MWF 11:30

315. Microscopic Technique – Laboratory exercises in the preparation of cells for study and the proper use of the microscope. Both traditional and modern techniques will be treated. Prerequisite: Biology 191L and Biology 313 which may be taken concurrently. Permission of the instructor. $\frac{1}{2}$ course credit.

Lab. Sec. A – Van Stone M 1:10

Lab. Sec. C – Van Stone W 1:10

Lab. Sec. B – Van Stone T 1:10

317L. Biochemistry I – A study of the molecular description of living systems. Emphasis is upon current developments in both concepts and laboratory techniques. This course deals with proteins, enzymology, bioenergetics and molecular genetics. Laboratory exercises will explore the properties of amino acids, proteins, enzymes, radioactive isotopes and reconstituted systems of biosynthesis. Prerequisites: Biology 191L, organic chemistry, and permission of the instructor. $1\frac{1}{4}$ course credits. – Crawford TTh 8:30. (*With permission of the instructor this course may be taken without laboratory by registering in Biology 317. 1 course credit.*)

Lab. Sec. A – Crawford W 1:10

Lab. Sec. B – Crawford Th 1:10

321L. Genetics – A study of the basic principles of genetics including the transmission and organization of the genetic material, the structure and function of the gene, and microbial and population genetics. Laboratory exercises will place emphasis upon methods of genetic analysis in *Drosophila*. Selected experiments in microbial genetics, radiation genetics, biochemical genetics, and cytogenetics. With permission of the instructor, certain students may undertake independent study involving experiments of their own design. Prerequisites: Biology 191L and permission of the instructor. 1½ course credits. – Galbraith TTh 9:55. (*With permission of the instructor this course may be taken without laboratory by registering for Biology 321. 1 course credit.*)

Lab. Sec. A – Galbraith T 1:10

Lab. Sec. B – Galbraith W 1:10

409L. General Endocrinology – A study of the endocrine glands of vertebrates. Major emphasis is placed upon the interaction of hormones in regulating metabolism, reproduction, development and differentiation. The laboratory will introduce students to modern techniques used in studying endocrine physiology. Included will be experiments involving measurement of protein and steroid hormones, metabolism of hormones, chromatographic techniques for separation of hormones, and preparation of antibodies to hormones. Prerequisites: Biology 318L or 220L and permission of the instructor. – Simmons MWF 9:30

Lab. Sec. A – Simmons M 1:10

Lab. Sec. B – Simmons T 1:10

415. Independent Study (Laboratory) – The student will carry on an original laboratory research project under the direction of an individual staff member. A student electing to pursue independent study of this type should plan on initiating his work no later than the fall of his senior year, and he should also plan on no less than two semesters of study with a final formal report to be submitted to the staff. The course numbers 417 and 418 may be used to designate third and fourth semesters if necessary. Prerequisite: Permission of the staff. ½ course credit per semester. (See paragraph on Independent Study in the description of the major.) – Staff

419. Independent Study (Library) – The student will carry on a library research project under the direction of an individual staff member. A student electing this type of independent study should plan on a full semester with the preparation of a final formal report to be submitted to the staff. The course numbers 421 and 422 may be used to designate third and fourth semesters if necessary. Prerequisite: Permission of the staff. ½ course credit per semester. (See paragraph on Independent Study in the description of the major.) – Staff

451. Student Assistantship – Students who have been invited to function as teaching assistants will register for this course. ½ course credit. (See paragraph on Student Assistants in the description of the major. Not creditable to the major.) – Staff

TRINITY TERM

112. The Biology of Man – A treatment of the basic principles of living systems and an application of these to the study of man. Particular attention will be devoted to structural and functional characteristics which document man as an integral component of an evolving physico-chemical phenomenon. Not creditable to the major. A guideline course. – Van Stone TTh 11:20

[114. The Oceans] – An ecological perspective of the sea which includes the treatment of the physical forces and the chemical milieu which have influenced in the past, and continue to influence today, not only the biological components of the

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marine environment but life itself. Not creditable to the major. A guideline course.
– R. Brewer

212L. Biology of Plants – A study of the structure, functions and ecology of plants. Classification (Taxonomy) will be kept at a minimum. Laboratory exercises are designed to give the student direct manual and visual experiences with the principles presented in lecture. Prerequisite: Biology 191L. Permission of the instructor. 1½ course credits. – Burger MWF 11:30

Lab. Sec. A – Burger T 1:10

Lab. Sec. B – Burger W 1:10

220L. General Physiology – An introduction to molecular, cellular, and systematic physiology. Emphasis will be placed upon the biochemical phenomena involving interaction of the different organ systems in maintaining homeostasis. Laboratory exercises are designed to demonstrate regulatory mechanisms of the different organ systems utilizing the laboratory rat and some subcellular preparations. Prerequisites: Biology 191L. Permission of the instructor. 1½ course credits. – Simmons MWF 9:30

Lab. Sec. A – Simmons T 1:10

Lab. Sec. B – Simmons W 1:10

310L. Developmental Biology – A study of developmental processes in animals with emphasis on vertebrates. Modern theories of development are emphasized. The laboratory exercises will be devoted to study of the early developmental events of several representative animals with primary consideration to a detailed study of the embryology of the chick. Prerequisite: Biology 191L. Permission of the instructor. 1½ course credits. – Galbraith TTh 11:20. (*With permission of the instructor this course may be taken without laboratory by registering in Biology 310. 1 course credit.*)

Lab. Sec. A – Galbraith T 1:10

Lab. Sec. B – Galbraith Th 1:10

318L. Biochemistry II – In the second half of the course attention is given to metabolism and its control. The laboratory will explore the properties of carbohydrates and lipids. Also included are experiments on detoxication and distribution of macromolecules in mammals. Prerequisite: Biology 317L or permission of the instructor. 1½ course credits. – Crawford TTh 8:30. (*With permission of the instructor this course may be taken without laboratory by registering in Biology 318. 1 course credit.*)

Lab. Sec. A – Crawford W 1:10

Lab. Sec. B – Crawford Th 1:10

410. Evolution – A lecture course designed to treat the evolutionary history of living systems as well as the mechanisms and theory currently used to explain the phenomenon. Prerequisite: Biology 191L. Biology 321 recommended. 1 credit. – Van Stone MWF 10:30

412L. Cellular Physiology – The experimental evidence underlying contemporary cell theory, with emphasis on the physiology of subcellular parts, physico-chemical organization, and instrumental analysis. Laboratory exercises will provide practical experience with cell culture, sterile technique, phase contrast microscopy, and experiments in cell physiology. Prerequisites: Biology 317L and permission of the instructor. 1½ course credits. – Child MWF 10:30

Lab. Sec. A – Child M 1:10

Lab. Sec. B – Child T 1:10

414L. Ecology – The current state of ecological theory which pertains to the structure and attributes of natural populations and the organization of biological communities. Laboratory exercises will investigate the response of individual organisms to specific environmental stimuli and provide an analysis of selected population phenomena as well as an investigation of the organization of natural

communities. Four field trips will be made. Prerequisites: Biology 191L and permission of the instructor. 1½ course credits. – R. Brewer MWF 11:30
Lab. Sec. A – R. Brewer T 1:10 **Lab. Sec. B** – R. Brewer W 1:10

416. Independent Study (Laboratory) – The student will carry on an original laboratory research project under the direction of an individual staff member. A student electing to pursue independent study of this type should plan on initiating his work no later than the fall of his senior year, and he should also plan on no less than two semesters of study with a final formal report to be submitted to the staff. The course numbers 417 and 418 may be used to designate third and fourth semesters if necessary. Prerequisite: Permission of the staff. ½ course credit per semester. (See paragraph on Independent Study in the description of the major.) – Staff

420. Independent Study (Library) – The student will carry on a library research project under the direction of an individual staff member. A student electing this type of independent study should plan on a full semester with the preparation of a final formal report to be submitted to the staff. The course numbers 421 and 422 may be used to designate third and fourth semesters if necessary. Prerequisite: Permission of the staff. ½ course credit per semester. (See paragraph on Independent Study in the description of the major.) – Staff

452. Student Assistantship – Students who have been invited to function as teaching assistants will register for this course. ½ course credit. (See paragraph on Student Assistants in the description of the major. Not creditable to the major.) – Staff

Chemistry

PROFESSORS DEPHILLIPS, *Chairman*, SMELLIE* AND
 BOBKO; ASSOCIATE PROFESSOR HEEREN; ASSISTANT PROFESSORS MOYER
 AND BOWIE

Because of the structure of the Chemistry curriculum, anyone interested in pursuing the study of Chemistry, whether for a major or otherwise, should contact a department staff member as soon as possible. He will aid in planning a schedule of courses that will permit the most direct and complete fulfillment of the intended goal.

The Chemistry major consists of the following one semester courses: Chemistry 206L, 208, 211L, 212L, 307L, 313L, Physics 122, 313. Mathematics 122 and one course selected from the following: Chemistry 314, 403, 404, 405, 406, 412L, 415 and 509. Because of their common laboratory, Chemistry 307L and 313L should be taken concurrently. A grade of at least C– must be obtained in Chemistry 212L, 307L and 313L.

The major as outlined above is balanced and covers the principal divisions of chemistry. The Chemistry Department, however, strongly urges those majors who wish to continue their studies in Chemistry or allied fields to take, in addition to the above program, Chemistry 314, Chemistry 412L and/or 415, and an additional 400-level course. Since many graduate schools require that degree candidates demonstrate a reading knowledge of German, the Chemistry Department urges its majors to take appropriate courses in German to acquire such proficiency.

Majors who meet these additional requirements will be certified to the American Chemical Society as satisfying its standard for "Undergraduate Professional Education in Chemistry."

* Sabbatical leave, Trinity Term.

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Those students undertaking off-campus programs of study who wish to have a course or courses counted toward partial fulfillment of the requirements for the Chemistry major must present in writing a complete description of such courses for *prior* approval by the Department. If approved, credit will be granted only after a satisfactory demonstration of completed work has been presented to the Department Chairman. This must include a certified transcript from the institution, a letter from the course instructor(s) describing the student's performance in the subject(s) studied and a personal interview.

All courses in the Chemistry Department (except Chemistry 111L, 112L and 206L) may be taken with or without the associated laboratory. However, *independent enrollment in the laboratory portion of any course is not permitted*. Those students satisfactorily completing a course without the laboratory will receive one course credit. All others will receive one and one-quarter course credits.

Students majoring in Chemistry or Biochemistry must complete the laboratory portion (if any) of those courses, required or elective, used to satisfy the major requirements.

CHRISTMAS TERM

111L. General Chemistry I—The study of the major concepts and theories required for an understanding of chemical phenomena. Principal topics include: atomic and molecular structure, gas laws, stoichiometry, changes of state, solutions and energetics in chemical reactions. Laboratory work concentrates on quantitative measurements of solutions. 1½ course credits. Enrollment in each section limited to 40.

Sec. A — Smellie TTh 11:20

Lab. Sec. A — T 1:10

Sec. B — Bowie TTh 11:20

Lab. Sec. B — Th 1:10

Sec. C — Heeren MWF 9:30

Lab. Sec. C — W 1:10

[115. The Chemistry of Air Pollution]—A systematic study of the chemistry of air pollution on an elementary level. Topics considered will include the sources and fundamental chemistry of the principal gaseous, liquid and particulate air pollutants; problems related to the combustion of fossil fuels; chemical kinetics and the mechanism of formation of photochemical smog; methods for the detection and measurement of air pollutants; physical and chemical methods of air pollution control; consequences of air pollution with respect to health hazards, crop damage and climate; the development of air quality criteria. 1 course credit. Prerequisite: Chemistry 112L, or permission of instructor.

211L. Elementary Organic Chemistry I—A systematic study of the compounds of carbon, including methods of synthesis and correlation of chemical and physical properties with structure. Introduction to certain theoretical concepts. One laboratory per week emphasizing basic techniques and synthesis. 1½ course credits. Prerequisite: Chemistry 112L with a grade of at least C—, and permission of instructor.

211. Lecture only, 1 course credit. Prerequisite: Chemistry 112L with a grade of at least C—, and permission of instructor. — Bobko MWF 10:30. Lab. WF 1:10

307L. Physical Chemistry II: Solution Chemistry, Spectroscopy, Statistical Thermodynamics—A comprehensive treatment of transport properties, electrochemistry, molecular structure and chemical statistics. Subjects covered are designed to emphasize applications to chemical systems. 1½ course credits.

307. Lecture only, 1 course credit.

Prerequisite: Physics 313 (may be taken concurrently) and Chemistry 208 with a grade of at least C-, or permission of instructor. - Smellie, DePhillips TTh 9:55 Lab. TTh 1:10

313L. Principles of Inorganic Chemistry - A study of atomic structure, the chemical bond, chemical reactivity, and molecular and ionic structure of inorganic compounds. An introduction to the principles of coordination chemistry and physical methods of structure elucidation as applied to inorganic compounds. An associated laboratory emphasizing inorganic synthetic techniques. 1½ course credits.

313. Lecture only, one course credit. Prerequisite: Chemistry 208, or permission of instructor. - Moyer MW 6:45-8:00 p.m. Lab. TTh 1:10

315. Physical Biochemistry - A comprehensive survey of the physical methods used in the investigation of biological systems, and the models and underlying theory developed to account for observed behavior. The physical and chemical properties of amino acids, peptides, proteins, purines, pyrimidines and nucleic acids will be examined from a thermodynamic and kinetic viewpoint. 1 course credit. Prerequisite: Chemistry 208 with a grade of at least C-, or permission of instructor. - DePhillips MWF 9:30

403. Synthetic Organic Chemistry - A detailed consideration of organic reactions of synthetic importance, including a study of scope, mechanism, and experimental conditions. 1 course credit. Prerequisite: Chemistry 212 or 212L. - Heeren TTh 11:20

405. Physical Methods of Organic Structure Determination - A survey of physical methods of structure determination with emphasis on infrared, ultra-violet, nuclear magnetic resonance and mass spectrometry. 1 course credit. Prerequisite: Chemistry 212 or 212L. - Bobko TTh 9:55

413. Independent Study - An advanced-topic tutorial and/or laboratory research project under the guidance of a member of the staff. Prerequisite: Consent of a staff member.

[415. Advanced Analytical Chemistry]

[509. Advanced Physical Chemistry]

TRINITY TERM

112L. General Chemistry II - A continuation of Chemistry 111L with emphasis on chemical equilibrium, electrochemistry, kinetics and a presentation of the properties and reactions of selected elements. Laboratory work is devoted to the qualitative analysis of ions. Prerequisite: Chemistry 111L. 1½ course credits. Enrollment in each section limited to 40.

Sec. A - Heeren TTh 11:20

Lab. Sec. A - T 1:10

Sec. B - Bowie TTh 11:20

Lab. Sec. B - Th 1:10

Sec. C - Heeren MWF 9:30

Lab. Sec. C - W 1:10

206L. Physicochemical Methods of Analysis - A lecture and laboratory course in which the principles and practice of chemical separation, titrimetry in nonaqueous and mixed solvent systems, spectrophotometry and electroanalytical chemistry as applied to chemical analysis, are presented. 1½ course credits. Prerequisite: Chemistry 112L with a grade of at least C-, or permission of instructor. - Moyer TTh 9:55. Lab. TTh 1:10

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208. Physical Chemistry I: Energetics and Dynamics – A lecture course concentrating on the development of the theory and applications of thermodynamics and kinetics to chemical systems. Special consideration will be given to the theoretical treatment of solution chemistry (i.e., colligative properties, electrolyte theory, etc.). Prerequisite: Chemistry 112L with a grade of at least C–, or permission of instructor. – DePhillips MWF 11:30

212L. Elementary Organic Chemistry II – A continuation of the lecture and laboratory study begun in Chemistry 211L. 1½ course credits. Prerequisite: Chemistry 211L and permission of instructor. **212.** Lecture only, one course credit. Prerequisite: Chemistry 211 or 211L, and permission of instructor. – Bobko MWF 10:30. Lab. WF 1:10

314. Descriptive Inorganic Chemistry – A seminar course devoted to the systematic study of transition elements and nontransition elements, their compounds and reactions. Topics of current interest in inorganic chemistry will be discussed. 1 course credit. Prerequisite: Chemistry 313 or 313L, or permission of instructor. – Moyer W 6:45–9:15 p.m.

404. Bio-Organic Chemistry – A descriptive and mechanistic study of the synthesis and reactions of biologically important compounds. 1 course credit. Prerequisite: Chemistry 212 or 212L (Chemistry 403 recommended). – Bowie MWF 10:30

412L. Molecular Spectroscopy – A detailed presentation of the theory of diatomic and polyatomic molecular spectra; group theory; normal coordinate analysis. Associated laboratory consisting of specialized techniques in obtaining high resolution molecular spectra. 1½ course credits. **412.** Lecture only, 1 course credit. Prerequisite: Chemistry 307 or 307L, with a grade of at least C–, or permission of instructor. – DePhillips MWF 9:30. Lab. TBA

414. Independent Study – An advanced-topic tutorial and/or laboratory research project under the guidance of a member of the staff. Prerequisite: Consent of a staff member.

Classics

PROFESSOR WILLIAMS, *Chairman*; ASSISTANT PROFESSORS
MACRO AND BRADLEY

CLASSICS MAJOR – Ten courses are required for the major. Eight courses in both Greek and Latin, two of which must be beyond Greek 201 or Latin 221; and two additional courses in Greek or Latin, or two courses chosen from the following: Classical Civilization 202, 203, 204, 205, 206, 212, 401; Fine Arts AH 201; History 203, 204, 332, 334; Philosophy 307, 341, 343. Also the satisfactory completion of the General Examination is required. In preparation for the General Examination consult the special syllabus of the Department. The award of honors will be determined by the excellence of the candidate's work in his courses and of his performance in the General Examination.

Majors in Classics who plan to proceed to a higher degree are urged to acquire a reading knowledge of French and German as soon as possible.

With the permission of the Chairman of the Department and the Office of Graduate Studies, qualified undergraduates may be admitted to the courses offered in the Summer Term which lead to the Master of Arts degree in Latin and Classical Civilization.

One member of the Department in the second semester of each year is prepared to offer tutorials in areas of his special competence. Such tutorials are open to students who have successfully completed two 300-level courses in Latin and/or Greek.

For special programs at the American School of Classical Studies in Athens, the College Year in Athens, and the Intercollegiate Center for Classical Studies at Rome see section, *Special Academic Opportunities*.

GREEK

CHRISTMAS TERM

101-102(1). Elementary Greek – A double course completed in one term, elective for all classes. This intensive course, which is designed for those who begin Greek in college, meets six hours a week and completes a year of Greek in the Christmas Term. The aim of this course is to enable the student to read Greek as soon as possible. Two course credits. – Macro MWF 9:30, TTh 9:55

201. Plato and Euripides – A selection from the dialogues of Plato and one tragedy of Euripides. Practice in reading and composition. Elective for those who have taken Greek 112. – Bradley MWF 10:30

Advanced Studies in Greek – The material of these courses is changed every year according to the desires and needs of the class. Elective for those who have taken Greek 202.

[301. Herodotus]

[311. Thucydides]

312(1). Tragedy – A study of Aeschylus' *Prometheus*, Sophocles' *Oedipus Rex*, and Euripides' *Bacchae*. – Bradley MWF 9:30

[321. Lyric Poetry and Tragedy] – Selections from monodic and choral lyric and a study of two tragedies: Aeschylus' *Prometheus Bound* and Sophocles' *Oedipus Rex*.

LATIN

CHRISTMAS TERM

[101-102(1). Elementary Latin] – A double course completed in one term, elective for all classes. This intensive course, which is designed for those who begin Latin in college, meets six hours a week and completes a year of Latin in the Christmas Term. The aim of the course is to enable the student to read Latin as soon as possible.

Elementary Latin – See Student-Taught Courses.

221. The Blending of Greek and Roman – The assimilation of Greek literary ideas and forms (and their transformation) by such authors as Plautus and Terence, Catullus and Lucretius, and Cicero. Emphasis on literary analysis and criticism;

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prose composition. Elective for those who have offered three or four units of Latin at entrance, or have taken Latin 112. Those who have had Advanced Placement Latin should consult with the Chairman. – J. Williams MWF 9:30

Advanced Studies in Latin – The material of these courses is changed every year according to the desires and needs of the class. Elective for those who have taken Latin 212 or 222.

[301. **Roman Drama: Plautus, Terence, and Seneca**]

[311. **Lucretius**]

[321. **Vergil**] – Readings in the *Eclogues*, *Georgics*, and *Aeneid* with particular emphasis on literary appreciation.

331. **Roman Historians: Tacitus** – Readings from the various works of Tacitus. – Macro TTh 1:15

[351. **Horace**] – Readings in the *Odes*, *Satires*, and *Epistles* with particular emphasis on poetic theory and analysis.

CLASSICAL CIVILIZATION

CHRISTMAS TERM

The following courses presuppose no knowledge of Greek and Latin:

[202(1). **Classical Humanities: Roman Civilization**] – Aspects of Roman life, literature, and art, illustrated with slides of the ancient monuments and with readings from some of the important works of literature; some emphasis on the influence of Roman civilization on later European cultures.

205. **Greek Tragedy** – A study of the literary form and ideas in all the extant tragedies of Aeschylus, Sophocles, and Euripides. The development of the ancient theatre as an important transmitter of moral, theological, social, and political ideas. The importance of Greek tragedy for modern literature. – J. Williams TTh 9:55 (Same as Comparative Literature 205)

[401. **Special Topics in Classical Civilization**] – Heroic Poetry: The Oral Epic; The Hero.

For courses in Ancient History, see History 203, 204, 332, 334; in Ancient Philosophy see Philosophy 307, 341, 343; in Classical Art see Fine Arts AH 101, AH 201. See also courses offered in the Trinity Master of Arts Program in Latin Literature and Civilization in the Summer Term.

GREEK

TRINITY TERM

112. **Intermediate Greek** – A rapid reading of selected Attic prose. This course follows the intensive course in elementary Greek and includes practice in composition and sight reading. Prerequisite: Greek 101–102. – Bradley MWF 1:30

202. **Homer** – The finest portions of the *Iliad* will be read. The course comprises lectures, discussions, composition reports on Homer, the oral technique, archaeological background, the mentality of the Homeric World. Elective for those who have taken Greek 201. – Macro MWF 9:30

Advanced Studies in Greek – The material of these courses is changed every year according to the desires and needs of the class. Elective for those who have taken Greek 202.

[302. **Aeschylus and Aristophanes**]

322. Hesiod – Readings from Hesiod's *Works and Days* and *Theogony*. Comparisons and contrasts will be made between the oral epic of Homer and the didactic, rural epic of Hesiod, with some consideration of Hesiod's influence on Hellenistic literature (e.g., Aratus) and on Roman literature (e.g., Lucretius and Vergil). – J. Williams MWF 9:30

[332. **Herodotus and Thucydides**] – Readings in both historians will be undertaken with a view to establishing their methodology, criteria for historiography and attitudes towards the nature of evidence. Wherever appropriate, epigraphical material will be adduced to supplement the historians' narrative.

399(2). Tutorial in Greek – Tutorial instruction is open to candidates who are capable of independent honors work or senior thesis. Prerequisite: Two 300-level courses in Latin and/or Greek. – Macro TBA

LATIN

TRINITY TERM

112. Rapid Review of Latin Fundamentals; Readings in Latin Prose and Poetry – This course is designed to meet the need of students who wish to refresh their knowledge of Latin grammar and vocabulary and to develop a facility in reading Latin prose and poetry. After an intensive review of Latin grammar, selections from Latin prose and poetry will be read. Sight reading and composition will be included. Elective for those who have offered two or three units of Latin at entrance; or have taken Latin 101–102; or have offered such other preparation as the instructor may approve. – Bradley MWF 9:30

222. Roman 'National' Literature – The growth of a literature celebrating native traditions and institutions and giving expression to the aspirations of a specifically Roman *humanitas*. Readings selected from Vergil, Horace, Livy, Propertius, and Tibullus. Some practice in prose composition. Elective for those who have offered three or four units of Latin at entrance, or have taken Latin 112 or Latin 221. Those who have had Advanced Placement Latin should consult with the Chairman. – Bradley MWF 10:30

Advanced Studies in Latin – The material of these courses is changed every year according to the desires and needs of the class. Elective for those who have taken Latin 212 or 222.

[302. **Satire: Horace and Juvenal**]

[304. **The Resources of the Latin Language**] – An experimental course intended to show through training in writing Latin, analysis of texts, practice in oral reading, how the Latin writers of prose and poetry exploited the resources of the language. Some attention will be paid to the historical and stylistic development of Latin as a medium of expression, and, if desired, to related topics in Greek. The course will meet two or three times a week plus weekly conferences with individual students. Open to those who have passed a 300-level course in Latin.

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[312. Cicero]

[322. Roman Epistolography] – A study of the epistolary form as shown in the works of Cicero, Seneca, and Pliny: letters literary and philosophical, and letters of straight news.

[332. Catullus]

341(2). Catullus and the Elegiac Poets – Selections from the poems of Catullus, and the elegies of Propertius, Tibullus, and Ovid. – J. Williams MWF 10:30

[342. Ovid] – Representative selections from the *Amores*, *Ars Amatoria*, and *Metamorphoses* with emphasis on the baroque quality of Ovid's work and his extensive later influence.

[352. The Roman Novel] – A study of Petronius' *Satyricon* and Apuleius' *Metamorphoses* ('The Golden Ass') as the two surviving examples of Latin prose fiction: the one, a satire on society by a member of Nero's court; the other, an extravagant fantasy by a Roman African of the second century A.D.

399(2). Tutorial in Latin – Tutorial instruction is open to candidates who are capable of independent honors work or senior thesis. Prerequisite: Two 300-level courses in Latin and/or Greek. – Macro TBA

CLASSICAL CIVILIZATION

TRINITY TERM

The following courses presuppose no knowledge of Greek and Latin:

203(2). Mythology – Generally, a study of the role of myth in society. Particularly, the emphasis will be laid on the body of Greek myth and its relationship to literature and art. Readings within the area of classical literature will be wide and varied, with a view to elucidating what "myth" meant to the Ancient Greeks. Whatever truths are discovered therefrom will be tested against the apparent attitudes of other societies, ancient and modern, "civilized" and primitive, towards myth. Lectures and discussion. – Macro TTh 9:55 (Same as Comparative Literature 203(2))

[204. Classical Humanities: Greek Civilization] – A study of Greek civilization from Mycenaean times to the Hellenistic period as revealed in literature – epic, drama, history, philosophy – and art, and through modern archaeological discovery. Some emphasis on the legacy of Greece to modern Europe. Lectures, discussion. Illustrated with slides.

[206. Ancient Epic] – A close study of Homeric epic and of the various types of epic derived from and influenced by Homer from the Mycenaean age to the Hellenistic period, from the Roman Republic to the Empire. The nature of oral epic and of oral composition, development of form and theme, the changing role of the hero, the influence on subsequent European literature.

[212. Athenian Intellectual History] – Aspects of Athenian civilization in the classical period. Lectures and reports based upon texts selected to illustrate literary, artistic, philosophical movements. Some attention to democratic and anti-democratic theories.

[402. Special Topics in Classical Civilization]

For courses in Ancient History, see History 203, 204, 332, 334; in Ancient Philosophy see Philosophy 307, 341, 343; in Classical Art see Fine Arts AH 101, AH 201. See also courses offered in the Trinity Master of Arts Program in Latin Literature and Civilization in the Summer Term.

Comparative Literature Program

Administered by the following interdepartmental faculty committee: Professors Campo, *Director*, and John Williams; Associate Professor Benton; Assistant Professors Katz and Ogden.

The program is especially concerned with the study in various literatures of the nature and development of literary traditions, movements, genres, themes, and forms as well as with foreign influences, backgrounds, and literary indebtedness. Its approach to the study of literature from an international point of view is intended to provide a means by which new perspectives may be used to understand, appreciate and evaluate the individual quality of literary texts.

Courses in the program are provided principally by the Departments of Classics, English, and Modern Languages and Literatures.

Comparative Literature Major – Twelve courses in the program. The course in the *Introduction to the Comparative Study of Literature*, offered in alternate years, is required of all majors. Also required are two literature courses in one foreign language (classical or modern) and one literature course in a second foreign language. (Specially designed courses in the Modern Languages and Literatures Department will enable the major to meet this requirement.) The remaining eight courses are electives and may be chosen from the five groupings listed below.

- Group I – Literary Periods and Movements
- Group II – Backgrounds and Influences
- Group III – Genres and Literary Conventions
- Group IV – Themes, Motifs, History of Ideas
- Group V – Special Topics

Recommended foundation courses:

- 1) a course in classical mythology
- 2) a course in art history
- 3) a course in literary critical approaches

Also recommended is a good knowledge of biblical literature.

CHRISTMAS TERM

201. Introduction to Comparative Literature – An analysis of the history, rationale and methods characteristic of the field of comparative literature. To be studied through readings of primary works and the examination of critical studies, centering for illustrative purposes, on Romanticism and pre-Romanticism in the study of literary movements, and on the artistic treatment of the adolescent figure in the study of literary themes. – Campo TTh 2:35

205. Greek Tragedy – A study of the literary form and ideas in all the extant tragedies of Aeschylus, Sophocles, and Euripides. The development of the ancient

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theatre as an important transmitter of moral, theological, social, and political ideas. The importance of Greek tragedy for modern literature. – J. Williams TTh 9:55 (Same as Classics 205)

209. Survey of Oriental Literature – A study of selected works of Chinese, Japanese, and Indian literature, including essays, poetry, fiction and drama, which typify their civilizations. Permission of the instructor. – Benton TTh 9:55 (Same as English 209)

214(1). Survey of Western World Literature to the Renaissance – A study of some of the major works of western world literature with emphasis on those ideas and concepts which continue to shape western society and with some consideration of genres and modes. Readings in Homer, Aeschylus, Sophocles, Euripides, Thucydides, The Bible, Dante, and others. Permission of the instructor. – Ogden WF 2:40 (Same as English 214(1))

217. Literature and Related Art Forms – A study of the ways in which literature is related to other arts, including painting and sculpture. Readings in literature and literary criticism; viewing of slides; visits to museums. One-half course credit. Permission of the instructor. (Course ends week of October 22.) – McNulty TTh 1:15 (Same as English 217)

319. Types of Biblical Literature – An intensive examination of a specific type of biblical literature (narrative, prophetic, apocalyptic, wisdom, etc.) within the framework of ancient Near Eastern thought and institutions. In 1973–74: Prophetic literature (Jeremiah). Prerequisite: Permission of the instructor. Enrollment limited to 20. – Gettier TTh 11:20 (Same as Religion 319)

333. Studies in Drama: Modern Drama – A study of the significant changes in dramatic form and theory since the late 19th century. Reading includes plays of Ibsen, Chekhov, Strindberg, the expressionists, O'Neill, Pirandello, Anouilh, Beckett, Genet and Pinter. Permission of the instructor. – Nichols MWF 10:30 (Same as Theatre Arts 333)

335. Studies in Fiction: The Contemporary Novel – The study of selected English, French, and American works with an emphasis on the themes and ideas which shaped the decade of the 1960's; readings in Beckett, Robbe-Grillet, Sarraute, Butor, Murdock, Fowles, Updike, Bellow, Mailer, Malamud, and others. Permission of the instructor. – Bair M 1:15–3:55 (Same as English 335)

339. Studies in Drama: Metatheater – A study of Renaissance and modern plays-about-plays in light of contemporary theories of self-conscious role playing. Readings include Kyd, Shakespeare, Calderón, Pirandello, and Peter Weiss. – Weisgram TTh 11:20 (Same as English 339)

344(1). Chaucer – Introduction to the literature of the late Medieval period with special emphasis upon Chaucer. Permission of the instructor. – McNulty TTh 9:55 (Same as English 344(1))

369. Studies in Eighteenth Century Literature: The Enlightenment – A close study of major works by Swift, Pope, Boswell, Johnson, Voltaire, Rousseau, and other authors of 18th century England and France. Also readings in the era's literary, artistic, and philosophical background. Permission of the instructor. – Kuyk TTh 11:20 (Same as English 319)

393. Studies in Surrealism – This course will study the background, origins, history and influence of the surrealist movement in European literatures. Special atten-

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tion will be paid to its relationship to earlier European movements known as Futurism and Dada. We will also consider its relationship to fields outside of literature such as political movements and psychology. A reading knowledge of either French, German, Spanish or Italian will be helpful but is not a prerequisite for the course. Permission of instructor required. – Katz WF 1:15

TRINITY TERM

203(2). Mythology – Generally, a study of the role of myth in society. Particularly, the emphasis will be laid on the body of Greek myth and its relationship to literature and art. Readings within the area of classical literature will be wide and varied, with a view to elucidating what “myth” meant to the Ancient Greeks. Whatever truths are discovered therefrom will be tested against the apparent attitudes of other societies, ancient and modern, “civilized” and primitive, towards myth. Lectures and discussion. – Macro TTh 9:55 (Same as Classics 203(2))

210. Survey of Oriental Literature – A study of selected works of Chinese, Japanese, and Indian literature, including essays, poetry, fiction and drama, which typify their civilizations. Permission of the instructor. – Benton TTh 9:55 (Same as English 210)

263(2). Literary Existentialism – A study of American and Continental fiction, drama, and essays which present the philosophical and theological viewpoints of existentialism. Readings in Poe, Nietzsche, Dostoevski, Kafka, Sartre, Camus, Unamuno, Dürrenmatt, Ionesco, Ellison, and Bellow. Permission of the instructor. – Benton MWF 9:30 (Same as English 263(2))

278. Translation: Theory and Practice – This course is designed for students who want first hand experience and insight into the problems of translation. Emphasis will be on practice; each student will be expected to work on a body of translations of his choice throughout the semester as well as participate in class exercises. The readings will study the role of translation within the discipline of comparative literature. Questions to be considered are those of influence between literatures as well as historical and foreign interpretations revealed by famous translations of major works. Prerequisite: a good reading knowledge of one foreign language. Permission of instructor required. – Katz W 1:15–3:55

322. Seminar in Theatre and Drama: Strindberg and Expressionism – A study of the later plays of Strindberg, Wedekind, the German Expressionists and their influence on the modern theatre. Permission of the instructor. – Nichols TTh 9:55 (Same as Theatre Arts 322)

352. Yeats – Close readings of Yeats’ poetry and plays with emphasis on their roots in late Romantic English poetry and in French symbolist poetry. Permission of the instructor. – Kuyk MWF 10:30 (Same as English 352)

364. Italian and Continental Literature of the Renaissance – A study of the major works of the Renaissance, including essays, poetry, fiction and drama. Comparative considerations of literary parallelism, indebtedness and influence (especially on English literature) will be made. Readings in Petrarch, Boccaccio, Machiavelli, Ariosto, Michelangelo, Cellini, Rabelais, Montaigne, Ronsard, Du Bellay, Cervantes and others. – Campo TTh 2:35 (Same as Italian 364)

Note: This course will complement Professor Painter’s course in Renaissance history and Professor Baird’s course in Renaissance painting. Students wishing to concen-

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trate in the area of Renaissance studies through an interdepartmental approach and gain additional course credit through independent study should consult Professors Baird, Campo or Painter.

374. The Russian and Italian Historical Novel – The course will trace the development of the historical novel from Scott to the present with special emphasis on Russian and Italian works of the XIX century. Authors will include Manzoni, Tolstoy, Pushkin, Fogazzaro, De Roberto and Lampedusa. Permission of the instructor required. – Russo TTh 2:40

Dance, Modern

INSTRUCTOR DWORIN, *Co-ordinator of Program*. GUEST ARTISTS
WENDY PERRON, RISA JAROSLOW AND STEPHANIE WOODWARD

CHRISTMAS TERM

105. Introduction to the Dance – An introductory examination of the dance: appreciation of dance as an art form through films, readings, discussion, and application; exploration of the basic concepts of dance technique. Permission. Sections limited to 25. Dance Faculty. Sec. A – MTh 4:15, W 2:40; Sec. B – TWTh 2:40

111. Improvisation – Concentration on expanding individual awareness of movement in relation to time, space, energy, and environment. Elements of sound, voice and music studied in relation to movement. Selected studies assigned based on classroom interaction and discussion. Prerequisite: Dance 105 and/or Dance 106. Permission. Enrollment limited to 15. – Dworin MW 1:15 plus one technique class at appropriate level.

205. Intermediate Theory and Style – Further exploration of the individual's physical and expressive range: development of kinesthetic awareness, strength and control, and rhythmic sense. Analysis of aesthetics of dance; applied problems. Prerequisite: Dance 105, 106. Permission. Sections limited to 25. Dance Faculty. Sec. A – TTh 9:55, W 4:15; Sec. B – TTh 11:20, W 4:15

211. Western Dance History – Historical consideration of style, form and content of Western dance. Europe from the late Middle Ages through the development of ballet. Modern dance in the U.S. as an expression of American culture. Readings in appropriate areas accompanied by viewing, composing, performing. Some dance experience desirable. Permission. Enrollment limited to 15. – Woodward TTh 2:40

221. Composition – Experimentation in the formal dance elements: shape, time and space. Fundamentals of composition discussed: concentration on imaginative use of space, sound, and group interaction. Students will choreograph and participate in projects regularly, as well as do selected readings on choreography. Prerequisite: Dance 111. Permission. Enrollment limited to 15. – Jaroslow T 4:00 plus two technique classes at the intermediate or advanced level.

305. Advanced Technique – Recommended only for highly experienced and motivated students. Advanced study of modern dance techniques with emphasis on body alignment, rhythmic awareness, phrasing and dynamic changes. Research and analysis of major styles. Prerequisite: Dance 205, 206. Enrollment limited to 25. – Dance Faculty TWThF 1:00

311. Repertory and Performance – Students will participate in works choreographed by dance faculty and selected students. Performances by the student repertory company will be held at the College and elsewhere. Prerequisite: Dance 305, 306. Permission. Enrollment limited to 15. – Dance Faculty T 7:00, W 7:30 plus two advanced technique classes.

[332(1) Teaching Creative Dance to Children]

411. Special Studies in Dance – Individual study and research on a selected topic under the guidance of a member of the Dance Faculty. Permission granted with the approval of the dance faculty.

TRINITY TERM

(Descriptions and scheduling same as Christmas Term)

106. Introduction to Dance

111(2) Improvisation

206. Intermediate Theory and Style

212. Survey of World Dance – Consideration of several Non-Western dance systems with some emphasis on dance of Java. Practical and theoretical questions raised in understanding the variety of dance forms and their relationship to other elements of their respective cultures and to our own forms. Some dance experience desirable. Permission. Enrollment limited to 15. – Woodward TTh 2:40

222. Advanced Composition – In depth exploration of formal and expressive themes. Dance will be compared to and juxtaposed with music, art, and literature. Selected readings on the art of choreography and elements of production. Each student is responsible for completing a finished choreographed piece with lighting, costuming, and staging included. Prerequisite: Dance 221. Permission. Enrollment limited to 15. – Perron W 7:30

306. Advanced Technique

312. Repertory and Performance
T 4:00, Th 7:00

332. Teaching Creative Dance to Children – Selected readings and research on teaching methods; practical experience in an actual teaching situation; weekly discussion of readings and experiences. Only for selected students who show motivation toward teaching and have had sufficient background in both the technical and creative aspects of dance. Psychology 338: Behavior Problems and Psychopathology of Children, Psychology 226(1): Treatment of the Problem Child or Education 503: Developmental Psychology are recommended prerequisites. – Dworin TTh 11:20.

412. Special Studies in Dance

Economics

PROFESSORS SCHEUCH, *Chairman*, BATTIS* AND CURRAN; ASSOCIATE PROFESSORS DUNN** AND GOLD; ASSISTANT PROFESSORS EGAN AND GARSTON; INSTRUCTORS BLAU AND LANDSBERG

ECONOMICS MAJOR – The requirements for the major are nine courses in the Department beyond Economics 101, including Economics 301 and 302, and, for Honors candidates, 441–442. An average grade of at least C– must be attained in the courses constituting the major and a grade of C– or better must be attained in at least seven of these courses.

Cognate courses in other departments, and/or work in special programs at Trinity or off-campus (approved, where necessary, by appropriate College authorities), may be substituted for regular elective departmental offerings with the permission of the Department Chairman or his deputy.

Students preparing to go on to graduate work in Economics or Business Administration are urged to elect courses within the Departments of Economics, Mathematics, and Engineering which will provide them with the quantitative skills needed for such advanced work. The departmental advisers of majors in Economics (or, for non-majors, any member of the Department) will recommend courses appropriate in terms of individual needs and prior preparation.

ADMISSION REQUIREMENTS – A student who receives a grade of at least C– in Economics 101 will be admitted to the major in Economics upon request.

Admission to the Honors Program requires superior work in departmental and cognate courses and permission of the adviser of the candidate's proposed research project and of the Department Committee on Honors. Honors will be awarded on the basis of quality of work in Economics 441–442 and on a general examination.

CHRISTMAS TERM

101. Basic Economic Principles – An introduction to modern economic analysis. A study of the principles of production and exchange, the distribution of income, monetary theory, and national income analysis. Required of all majors in Economics and recommended for all students planning business, legal or public service careers. Enrollment in each section limited to 28. Permission slips signed by Department Secretary, Williams Memorial A.

Sec. A – Landsberg MWF 9:30

Sec. D – Battis TTh 9:55

Sec. B – Landsberg MWF 10:30

Sec. E – Blau TTh 11:20

Sec. C – Egan MWF 11:30

Sec. F – Blau TTh 1:15

102(1). Problems in Economics – An examination of selected economic issues such as monetary and fiscal policy; international trade; recession and inflation; income distribution; and urban problems. Specific topics will vary from year to year and will reflect the interests of students and instructors in the several sections. Enrollment in each section limited to 28. Prerequisite: Economics 101 and permission. Permission slips signed by Department Secretary, Williams Memorial A.

* Sabbatical leave Trinity Term.

** Sabbatical leave Christmas Term.

Sec. A Contemporary Economic Problems – Landsberg WF 1:15

Sec. B (Urban and Environmental Studies 203) Economics of Health and Housing – Elementary principles of economics applied to the study of health and housing; market and non-market solutions to health and housing problems will be considered. Enrollment limited to 28. Permission slips signed by Secretary, Department of Economics, Williams Memorial A. – Gold TTh 9:55

107. (Mathematics 107.) Elements of Statistics – A course designed primarily for students in the social and natural sciences. Topics covered will include graphical methods, statistical measures, basic probability, probability functions, sampling, analysis of measurements, correlation and regression. Two years of high school algebra is appropriate background for the course. Students having a mathematical background which includes Mathematics 222 should consider the Mathematics 305, Mathematics 306 sequence for work in statistics. – Stewart (Dept. of Mathematics).

Sec. A – MWF 9:30

Sec. B – MWF 10:30

[203. Principles of Accounting] – During 1973–1974 students are advised to elect approved accounting courses at the University of Hartford under the program of inter-institutional cooperation.

207. Socialism – A survey of the development of socialist thought in historical context, and an examination of the structure and functioning of socialist economies, with special emphasis given to their incentive systems, resource allocation mechanisms and the conditions of freedom. Prerequisite: Economics 101. – Garston MWF 11:30

301. Microeconomic Theory – A study of the determination of the prices of goods and productive factors in a free market economy and of the role of prices in the allocation of resources. Required of all Economics majors. Prerequisite: Economics 101 and permission of the instructor. Enrollment limited to 32. – Egan MWF 10:30

302(1). Macroeconomic Theory – National income and its determinants: unemployment, inflation and related government policies; fundamentals of economic growth. Required of all Economics majors. Prerequisite: Economics 101 and permission of the instructor. Enrollment limited to 32. – Garston MWF 10:30

303. Labor Economics – A study of the problems of wage earners in modern industrial societies with particular reference to the United States: analysis of the labor force; wage determination in theory and practice; impact of unions upon the economy; unemployment; role of the state in protecting workers and members of disadvantaged groups, including social security, manpower and anti-poverty legislation. Prerequisite: Economics 101. – Scheuch TTh 9:55

307. History of Economic Thought – For 1973–1974 see Economics 331(2), Sec. B.

309. Corporation Finance – The development of the business unit; corporate organization and control; capital budgeting; cost of capital; corporation securities; the securities markets; valuation and promotion; expansion and reorganization. Prerequisite: Economics 101 and permission of the instructor. – Curran TTh 8:30

314(1). Urban Economics – Economic analysis of urban areas in their regional setting; will involve the study of location theory, land use and housing markets, and an examination of current public policy issues pertaining to urban problems includ-

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ing urban poverty, the economics of race in metropolitan areas, urban transportation, and local public finance. The resource allocation process will be emphasized. Prerequisite: Economics 101 and permission of the instructor. – Battis TTh 1:15

[315. **International Economics**] – The role, importance, and currents of international commerce; the balance of international payments; foreign exchange and international finance; international trade theory; problems of balance of payments adjustments. Prerequisite: Economics 101 and permission of the instructor. – Garston

[321. **American Economic History**] – A basic survey of the beginnings of American industrialization from 1790 to 1900, with special emphasis upon factors inducing the growth of industry, problems of agriculture, the interrelation between war and economic growth, and the impact of the long deflation of the late nineteenth century on economic development. Prerequisite: Economics 101 and permission of the instructor. – Battis

431–432. **Thesis** – Written report on a research project. Submission date of thesis: second Friday following return from Spring Recess. One and one-half course credits. Prerequisites: Economics 301 and 302 and permission of thesis supervisor. – Staff TBA

441–442. **Independent Research Project and Colloquium** – Written report on an original research project with presentation of significant results at a series of colloquia to be held after the due date of reports (second Friday following return from Spring Recess). Required of all candidates for Honors; elective for non-honors majors. Two course credits. Prerequisites: Economics 301 and 302; permission of the supervisor of the proposed research project and of the Chairman of the Department. – Staff TBA

Note: The following graduate courses are open to juniors and seniors whose records have been outstanding. Prerequisite: Permission of the student's major adviser, of the instructor, and of the Office of Graduate Studies.

501. **Microeconomic Theory** – Egan M 7:00–10:00 p.m.

503. **Labor Economics** – Scheuch T 7:00–10:00 p.m.

516(1). **International Economic Problems** – Garston W 7:00–10:00 p.m.

[507. **History of Economic Thought**]

[513. **Socialism**]

[515. **International Economics**]

[521. **Economic History of Western Europe**]

[523. **Economic Development**]

541. **Methods of Research** – Gold Th 7:00–10:00 p.m.

TRINITY TERM

101(2). **Basic Economic Principles** – An introduction to modern economic analysis. A study of the principles of production and exchange, the distribution of income,

monetary theory, and national income analysis. Required of all majors in Economics and recommended for all students planning business, legal, or public service careers. Enrollment in each section limited to 28. Permission slips signed by Department Secretary, Williams Memorial A.

Sec. A – Blau MWF 10:30

Sec. C – Curran TTh 9:55

Sec. B – Blau MWF 11:30

Sec. D – Scheuch TTh 1:15

102. Problems in Economics – An examination of selected economic issues such as monetary and fiscal policy; international trade; recession and inflation; income distribution; and urban problems. Specific topics will vary from year to year and will reflect the interests of students and instructors in the several sections. Enrollment in each section limited to 28. Prerequisite: Economics 101 and permission. Permission slips signed by Department Secretary, Williams Memorial A.

Sec. A (Urban and Environmental Studies 102). Environmental Economics – An examination of the relationship between economic growth and the deterioration of the environment; the role of the free market in causing environmental problems; analysis of proposed means, such as effluent charges, for correcting these problems; the application of cost-benefit analysis to selected environmental issues. – Egan MWF 9:30

Sec. B Contemporary Economic Problems – Landsberg WF 1:15

Sec. C (College Course 182). An Interdisciplinary Approach to Sex Roles in America – This course will employ the disciplines of economics, psychology, history, philosophy, political science, religion, and sociology to investigate the implications of sex roles. It will be organized around a format of participation by various members of the Trinity faculty in dialogue with each other and the class. Permission of instructors required. – Blau, Toomey W 1:15–3:55

107(2) (Mathematics 107(2)) Elements of Statistics – A course designed primarily for students in the social and natural sciences. Topics covered will include graphical methods, statistical measures, basic probability, probability functions, sampling, analysis of measurements, correlation and regression. Two years of high school algebra is appropriate background for the course. Students having a mathematical background which includes Mathematics 222 should consider the Mathematics 305, Mathematics 306 sequence for work in statistics. – Stewart (Dept. of Mathematics) MWF 9:30

[203(2). Principles of Accounting] – During 1973–1974 students are advised to elect approved accounting courses at the University of Hartford under the program of inter-institutional cooperation.

301(2). Microeconomic Theory – A study of the determination of the prices of goods and productive factors in a free market economy and of the role of prices in the allocation of resources. Required of all Economics majors. Prerequisite: Economics 101 and permission of the instructor. Enrollment limited to 32. – Egan MWF 10:30

302. Macroeconomic Theory – National income and its determinants: unemployment, inflation and related government policies; fundamentals of economic growth. Required of all Economics majors. Prerequisite: Economics 101 and permission of the instructor. Enrollment limited to 32. – Garston MWF 10:30

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512. Mathematical Economics – Egan T 7:00–10:00 p.m.
513. Socialism – Battis M 7:00–10:00 p.m.
515. International Economics – Garston W 7:00–10:00 p.m.
524. Comparative Economic Systems Battis M 7:00–10:00 p.m.
601. Research Methods in Economics – Gold T 7:00–10:00 p.m.
[504. Union-Management Relations]
[505. Fiscal Policy]
[506. Public Finance]
[507. History of Economic Thought]
[508. Monopoly and Public Policy]
[509. Corporation Finance]
[514. Urban Economics]
[516. International Economic Problems]
[518. Statistics for Economics]
[521. Economic History of Western Europe]
[522. Economic History of the United States]
[523. Economic Development]

Education

PROFESSOR MORRIS, *Chairman*; ASSOCIATE PROFESSOR DECKER^{*};
ASSISTANT PROFESSORS SCHULTZ AND SHIPE

Students who anticipate a career in secondary school teaching should confer during their freshman and sophomore years with the Department Chairman concerning the various state certification requirements. The Department does not offer an "on-campus" program leading to certification for elementary education. However, individuals, wishing to so prepare, should confer with the Department Chairman to explore the availability of opportunities to obtain such certification through exchange and other off-campus programs.

CHRISTMAS TERM

371. **Introduction to the History and Philosophy of Education** – A review of the major topics in education today, analyzed in the light of their historical and philo-

^{*} Sabbatical leave academic year 1972–73.

sophical development. Particular attention will be paid to a critical examination of the underlying assumptions and values of each topic pursued. – Morris TTh 9:55

475. Principles and Methods of Secondary Education – A study of secondary school aims, curricula, and teaching methods as they grow out of the characteristics and needs of adolescents in contemporary American society. Open to juniors and seniors only. Permission of the instructor required. – Schultz TTh 8:30

491–492(1, 2). Student Teaching – A laboratory course of supervised observation and teaching experience in cooperation with nearby secondary schools. The student must be able to spend, in the school, a minimum of one-half of a secondary school day for at least nine weeks, and must ordinarily observe or teach approximately 140 school periods. *Offered both Christmas and Trinity Terms.* Prerequisite: Two courses in Education, including either Education 475 or Education 521, senior or graduate standing, and permission of the Department Chairman and of the instructor. Two course credits. – Shipe and Staff

Note: The following graduate courses, except those numbered 600 and above, are open to juniors and seniors whose records have been outstanding. Prerequisite: Permission of the student's major adviser, of the instructor, and of the Graduate Office.

501. History of Education – Morris T 7:00

503. Developmental Psychology – (*Undergraduate students requiring an Educational Psychology course to meet certification requirements during the academic year 1972–73 must arrange to take this course with the Department Chairman.*) – Langhorne M 7:00

521. Secondary School Teaching – Shipe W 7:00

601. Seminar: Research in Education – Schultz Th 7:00

651–652. Thesis

TRINITY TERM

376. Sociology of Education – A study of the dynamics of education in the American social order through consideration of the social, political, and economic forces that influence our schools. Particular attention will be paid to an analysis of the social structure affecting the schools in various settings – core city, interurban, suburban, and rural areas – and the problems which each generates. Visits to various types of educational institutions for the purposes of observation, report, and discussion will be arranged insofar as is possible. – Schultz MWF 9:30

491–492(1, 2). Student Teaching – (See description under Christmas Term.)

Note: The following graduate courses, except those numbered 600 and above, are open to juniors and seniors whose records have been outstanding. Prerequisite: Permission of the student's major adviser, of the instructor, and of the Graduate Office.

502. Philosophies of Education – Morris T 7:00

504. Differential Psychology – Schultz M 7:00

524. Secondary School Curriculum – Shipe W 7:00

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581(2). Computer Use in Mathematics and Science – Blakeslee T 7:00

600. Problems in Education – Morris Th 7:00

602. Seminar: A Survey of Several Motivational Theories or Models – Schultz
W 7:00

651–652. Thesis.

Courses given in other years:

[375. Educational Psychology, Psychology of the Teaching-Learning Process]

[476. Evaluation and Guidance in the Secondary School]

[480. Issues in Educational Practice and Theory]

[507. The School and Society]

[522. Secondary School Administration]

[541. Educational Measurement and Evaluation]

[543. Principles of Guidance]

[570. School Law]

[582. Computer Applications in Education]

[600 (A & B) Seminar: Selected Topics: Comparative Education, Cultural Anthropology, The Dynamics of School Learning Groups, Urban Education]

Engineering

PROFESSORS SAPEGA, *Chairman*, AND NYE; ASSOCIATE PROFESSORS
BLAKESLEE AND BRONZINO; ASSISTANT PROFESSOR SHAMAMY;
LECTURER WOODARD

RPI HARTFORD GRADUATE CENTER FACULTY OFFERING COURSES AT TRINITY:
BRONIS R. ONUF, PROFESSOR; JAMES HODGES, ASSISTANT PROFESSOR

The Engineering Department offers two options for the major. One option leads to the Master of Engineering degree, as described in the section on Academic Information, or the Master of Science degree from RPI-Hartford. The second option is a four-year major for students planning to enter business, industry or to study Business Administration, after their Bachelor's degree. Students planning to undertake the five-year program must fulfill the Engineering major; those in the four-year program must satisfy the General Engineering major.

ENGINEERING MAJOR – Engineering 125, 211, 212L, 224L, 226, 325L, 337L and Engineering 362L, or Physics 302. Chemistry 111L; Physics 121, 122, 221, 222; Mathematics through Mathematics 322.

GENERAL ENGINEERING MAJOR – Nine courses in Engineering; except that either Engineering 341, or 342, but not both, may be counted as part of the nine courses; Mathematics 221, 222; Physics 121, 122, 221, 222; and Chemistry 111L.

Pre-architecture – See statement in section on Academic Information, Department of Engineering. For further information, students should consult with the Department Chairman.

107. Computer Concepts – Basic concepts of electronic data processing including relationship of computer elements, introduction to computer logic and fundamentals of programming. Intended for the liberal arts student. 1 course credit. Prerequisite: Permission of instructor. – Blakeslee MWF 8:30

122. Computation – Concepts and methods of computation using the digital computer; basic techniques of empirical equations. 1 course credit. Prerequisite: Permission of instructor. – Blakeslee MWF 8:30

125. Statics – Statics of a particle, equivalent force system, equilibrium of rigid bodies, analysis of structures. 1 course credit. – Shamamy TTh 9:55

201. Principles of Electronic Instrumentation – This course is designed to provide a background in electronic instrumentation in the physical and life sciences, as well as in engineering. General principles of electronic measurement will be developed which apply to areas such as physiology, biochemistry, solid state physics, along with engineering measurements of strain, temperature, etc. The principal emphasis is on laboratory work. Each student is required to complete a special project involving his particular area of scientific or engineering interest. 1 course credit. Prerequisite: One year of college level mathematics. – Sapega TTh 9:55

211. Introductory Systems Analysis – An introduction to the engineering analysis of systems, with particular emphasis on physical and biological systems. Analysis is based on the use of operator graphs in the quantification and formulation of system models. 1 course credit. Prerequisite: Permission of instructor. – Sapega TTh 8:30

212L. Linear Systems I – A continuation of Introductory Systems Analysis for Engineering majors, with special emphasis on electrical circuits, in both steady-state and dynamic conditions. 212L Lecture and laboratory, 1½ course credits. Required of majors. **212** Lecture only, 1 course credit. Prerequisite: Engineering 211, Mathematics 221. – Sapega TTh 8:30 – Lab. Arranged

221. Computer Applications – Study of application of digital computers in various use situations. Each student is expected to complete an appropriate project in his field of interest using the facilities of Hallden Computation Laboratory. 1 course credit. Prerequisite: Permission of instructor. – Sapega MWF 8:30

224L. Engineering Materials – A study of the nature, properties, and applications of materials in engineering designs. Emphasis is placed on behavior at the atomic and molecular level. 224L Lecture and laboratory, 1½ course credit. Required of majors. **224** Lecture only, 1 course credit. Prerequisite: One year college physics, one Chemistry course. – Sapega MWF 8:30 – Lab. Arranged

226. Dynamics – Kinematics and kinetics of particles and rigid bodies; principle of work and energy; impulse and momentum. Recitation. 1 course credit. Prerequisite: Engineering 125. – Shamamy TTh 9:55

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[307L. Semiconductor Electronics I] – Introductory semiconductor physics leading to the development of the equations of p-n junctions. Diode circuit applications. 307L Lecture and laboratory, $1\frac{1}{4}$ course credit. Required of majors. **307** Lecture only, 1 course credit. Prerequisite: Engineering 212, Physics 221, or permission of instructor. – Sapega

[308L. Semiconductor Electronics II] – A continuation of Semiconductor Electronics I. Development of circuit models for the transistor. Application of solid state circuit devices in analog and digital circuits. 308L Lecture and laboratory, $1\frac{1}{4}$ course credits. Required of majors. **308** Lecture only, 1 course credit. Prerequisite: Engineering 307. – Sapega

312. Linear Programming – An introduction to the theory and application of linear programming and game theory to industrial and business problems. Lecture and problem solution. 1 course credit. Prerequisite: Permission of instructor. – Sapega TTh 9:55

325L. Mechanics of Deformable Bodies – Concept of stress and strain; relationship between loads, stresses and deformation in load-carrying members.

Sec. A – Engineering majors

Sec. B – Pre-Architecture majors

325L Lecture and laboratory, $1\frac{1}{4}$ course credits. Required of majors. **325** Lecture only, 1 course credit. Prerequisite: Engineering 125. – Shamamy MWF 11:30 – Lab. Arranged

[337L. Thermodynamics] – The natural laws governing the reciprocal conversions of heat and work in thermal cycles; the nature of common working substances; the source of and the release of energy. 337L Lecture and laboratory, $1\frac{1}{4}$ course credits. Required of majors. **337** Lecture only, 1 course credit. Prerequisite: Mathematics 221. – Hodges and Onuf

[338L. Thermal Engineering] – The rationale of thermal devices such as turbines, compressors, combustion engines, refrigeration and air-conditioning equipment. 338L Lecture and laboratory, $1\frac{1}{4}$ course credits. Required of majors. **338** Lecture only, 1 course credit. Prerequisite: Engineering 337. – Hodges and Onuf

341. Architectural Drawing – Techniques of drawing required in architectural practice, including floor plans, perspectives, shading techniques. Four contact hours per week. 1 course credit. Prerequisite: Permission of instructor. – Woodard M 1:15

[342. Architectural Design] – A study of architectural design concepts including space relationship, site planning, use of materials. The student will prepare a three dimensional model of a design prepared by him. The course includes field trips. Four contact hours per week. 1 course credit. Prerequisite: Engineering 341 or permission of instructor. – Woodard.

362L. Fluid Mechanics – A study of the fundamental concepts and laws relating to the behavior of fluids, including the effects of compressibility and viscosity. 362L Lecture and laboratory, $1\frac{1}{4}$ course credits. Required of majors. **362** Lecture only, 1 course credit. Prerequisite: Engineering 226, 337L, Mathematics 321. – Shamamy MWF 11:30 – Lab. Arranged

[402. Seminar: Technology and Society] – The relationship of technology to science and society. Technical innovations and their consequences. 1 course credit. Prerequisite: Open to any member of the senior class with permission of the instructor. – Nye

- 411. Electrical Aspects of Biological Signals** – Basic principles of neurophysiology including generation and transmission of nerve impulse, evoked potentials and the electroencephalogram as well as other electrical signals of biological origin. 1 course credit. Prerequisite: Permission of instructor. – Bronzino TTh 4:00
- [446. Inelastic Mechanics of Deformable Bodies]** – Stress and deformation analysis of members subjected to loads causing inelastic deformation. Recitation. 1 course credit. Prerequisite: Engineering 325. – Shamamy
- [472. Engineering Design]** – Philosophy and methodology for successful design, including projects requiring the correlation and synthesis of previous work by the student in his area of interest, together with the use of related reference material to produce a viable solution to a real problem. Recitation and laboratory. 1 course credit. Prerequisite: Permission of instructor. – Blakeslee
- 483, 483(2). Independent Study** – Research work to test maturity and initiative in the solution of a problem in the area of the student's special interests. 1 course credit. Prerequisite: Permission of staff.
- 522L. Biological Control Systems** – Application of engineering analysis, highlighting the concepts of control theory, and mathematical modeling of neurological control systems. 522L Lecture and laboratory, 1½ course credits. Required of majors. **522** Lecture only, 1 course credit. – Bronzino TTh 4:00
- 524. Simulation of Biological Systems Laboratory** – Simulation and modeling techniques are used to develop an understanding of biological processes using the analog and digital computer. This laboratory may be taken without taking Engineering 522 by advanced undergraduates with the permission of the instructor. ¼ course credit. – Bronzino TBA

English

PROFESSORS SMITH, *Chairman*, MC NULTY, R. WILLIAMS, AND DANDO;
ASSOCIATE PROFESSORS CAMERON, WHEATLEY, BENTON, AND POTTER;
ADJUNCT ASSOCIATE PROFESSOR MINOT; ASSISTANT PROFESSORS OGDEN,
KUYK, J. MILLER, AND WEISGRAM

ENGLISH MAJOR – Twelve courses required with grades of at least C—.

- | | |
|---|--|
| 2 Survey of Narrative and Thematic Patterns (207,208) | 2 Courses in a major writer or literary history after 1800 |
| 2 Genre courses | 1 Senior seminar |
| 2 Courses in a major writer or literary history before 1800 | 3 Electives in English |

Students planning to continue the study of English in graduate school or to teach should see their advisers about special preparation.

203. Literary Writing – An introduction to creative writing in both poetry and fiction, with an emphasis on poetry; critiques and discussion of student and professional work. Satisfies the requirement of a genre course. Permission of the instructor. – Ogden WF 2:40

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206. Literary Modes – Novels, plays, poems and films considered in their historical, aesthetic, and linguistic contexts. Enrollment limited to 40. Permission of the instructors. – Dando and McNulty MWF 11:30

207. Survey of Narrative and Thematic Patterns (Romance and Irony) – A study of the major recurrent patterns of narrative, character, imagery, and theme in English and American literature. Readings selected from various genres and periods, with an emphasis on the patterns of romance and irony. Permission of the instructor.

Sec. A – Kuyk WF 1:15

Sec. B – Smith WF 1:15

Sec. C – Weisgram WF 1:15

Sec. D – Wheatley WF 1:15

208. Survey of Narrative and Thematic Patterns (Tragedy and Comedy) – A study of the major recurrent patterns of narrative, character, imagery, and theme in English and American literature. Readings selected from various genres and periods, with an emphasis on the patterns of tragedy and comedy. Permission of the instructor.

Sec. A – Dando WF 1:15

Sec. B – Kuyk WF 1:15

Sec. C – Weisgram WF 1:15

Sec. D – Wheatley WF 1:15

209. Survey of Oriental Literature (India, China, and Japan to the 18th Century) – A study of selected works of Indian, Chinese, and Japanese literature, including essays, poetry, fiction, and drama, which typify their civilizations. Indian readings include the *Bhagavad-Gītā*, Kālidasa's *Shakuntalā*, and Jayadeva's *Gītā Govinda*. Chinese readings include the *Shih Ching*, Lao Tzu's *Tao Te Ching*, Confucius' *Analects*, the poetry of Li Po and Tu Fu, Wu Ch'êng-en's *Journey to the West (Monkey)*, Ts'ao Hsueh-ch'in's *Dream of the Red Chamber*, and Wang Shih-fu's *The Romance of the Western Chamber*. Japanese readings include selections from the *Manyōshū* and the *Kokinshū*, Lady Murasaki's *The Tale of Genji*, the *Heike Monogatari*, *haiku* poems, and *no* plays. (Offered in the Comparative Literature and Intercultural Studies Programs.) Permission of the instructor. – Benton TTh 1:15

210. Survey of Oriental Literature (India, China, and Japan in the 19th and 20th Centuries) – A study of selected works of Indian, Chinese, and Japanese literature, including essays, poetry, fiction, and drama, which typify their civilizations. Indian authors include Tagore, Rao, and Narayan. Special emphasis on the Literary Revolution in China, 1917–1937, including the work of Lu Hsün, Mao Tun, and Pa Chin, and some attention to writing after this period, especially that of Ts'ao Yü and Mao Tse-tung. Japanese authors will include Akutagawa, Tanizaki, and Kawabata. (Offered in the Comparative Literature and Intercultural Studies Programs.) Permission of the instructor. – Benton TTh 1:15

211. Survey of English Literature (Beowulf through Swift) – An historical and critical survey emphasizing the rise of genres, development of the English language, and the relevance of critical backgrounds from the ninth to the eighteenth century. Satisfies the requirement of a literary history course. Permission of the instructor. – Cameron TTh 9:55

212. Survey of English Literature (Pope through T. S. Eliot) – An historical and critical survey of the literature of the eighteenth, nineteenth and twentieth centuries, emphasizing the critical backgrounds of Neo-Classicism, Romanticism, and more recent literary movements. Satisfies the requirement of a literary history course. Permission of the instructor. – Cameron TTh 9:55

214. Survey of Western World Literature to the Renaissance – A study of some of the major works of western world literature from classical times to the Renaissance, with a particular emphasis on those ideas and concepts which continue to shape contemporary western society and with some consideration of genres and modes. Readings in Homer, Aeschylus, Sophocles, Vergil, Dante, Boccaccio, and Rabelais. (Offered in the Comparative Literature Program.) Permission of the instructor. – J. Miller MWF 9:30

216. American Literature and Myth – A study of American literature from the colonial period to 1865, with a particular emphasis on the development of an American mythology as it is reflected in nineteenth century literature, including Irving, Cooper, Hawthorne, Poe, Thoreau, Emerson, Douglass, and Melville. Satisfies the requirement of a course in literary history. Permission of the instructor. – J. Miller MWF 11:30

221. Ideas in Writing – A study of expository and argumentative prose designed for those students who wish to improve their ability to read complex texts and to write clear prose. One-half course credit. Limit of 15. Permission of the instructor. (Course ends during the week of October 23.)

Sec. A – Dando MWF 11:30

Sec. B – R. Williams TTh 1:15

222. Language and Culture – A psycholinguistic study of the relationship between language and culture, and what the knowledge of a language or dialect indicates about its users. One-half course credit. (Offered in the Urban and Environmental Studies Program.) Permission of the instructor. – R. Williams TTh 2:40 (Course ends during the week of March 5.)

223. Aspects of Literature – Intensive critical reading in the short story, novel, and lyric poetry, designed for students who wish to improve their ability to read and respond to works of literature. One-half course credit. Permission of the instructor. (Course begins during the week of October 23.)

Sec. A – Dando MWF 11:30

Sec. B – R. Williams TTh 1:15

224. Stylistics – A study of some of the theories and methods of stylistic analysis derived from linguistic theory. Readings from contemporary prose writers, e.g., Agee and Baldwin. One-half course credit. Permission of the instructor. – R. Williams TTh 2:40 (Course begins during the week of March 5.)

225. Myth and Narrative – A comparative study of the structural and thematic elements in classical mythology, the Bible, and fairy tales with a brief examination of the ways in which they are used in contemporary literature. One-half course credit. (Offered in the Comparative Literature Program.) Permission of the instructor. – Smith TTh 11:20 (Course ends during the week of October 23.)

226. Introduction to Criticism – An introduction to the basic principles, methods, and applications of some of the major kinds of contemporary criticism; selected readings in fiction and poetry to test the scope and validity of the critical theories. One-half course credit. Permission of the instructor. – Potter WF 1:15 (Course ends during the week of March 5.)

227. Ernest Hemingway – A study of the major novels and short stories of Ernest Hemingway, including readings in biographical and critical works. One-half course credit. Satisfies one-half of the requirement for a course in a major writer. Permission of the instructor. – Smith TTh 11:20 (Course begins during the week of October 23.)

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228. Edward Albee and Samuel Beckett – Reading and discussion of the major plays of Albee and Beckett, with an emphasis on the comparative study of their dramatic styles, forms, and modes. One-half course credit. Satisfies one-half of the requirement of a course in a major writer. Permission of the instructor. – Potter WF 1:15 (Course begins during the week of March 5.)

230. English Literature of Black Africa – A study of the renaissance of English literature in Africa south of the Sahara, and particularly in Nigeria and Kenya, during the past fifteen years. (Offered in the Intercultural Studies Program.) Permission of the instructor. – R. Williams MWF 10:30

231. Introduction to the Film – Critical study of the film as a genre through the analysis of major feature films chosen for variety of style, technique and cultural context. Films shown every Tuesday evening. Permission of the instructor. – Potter WF 1:15

261. Practical Criticism – An intensive study of the assumptions, methods, and implications of the work of contemporary critics associated with formalist, historical, archetypal, and psychoanalytic criticism, and an examination of their work as it applies to two or three contemporary novelists or poets. Permission of the instructor. – Potter MWF 9:30

263. Literary Existentialism – A study of American and Continental fiction, drama, and essays which present the philosophical and theological viewpoints of modern existentialism. Readings in Poe, Nietzsche, Dostoevski, Kafka, Sartre, Camus, Unamuno, Dürrenmatt, Ionesco, Ellison, Bellow, and others. (Offered in the Comparative Literature Program.) Permission of the instructor. – Benton MWF 10:30

303. Advanced Literary Writing – The writing of poetry, fiction, and drama; study and analysis of each genre with the emphasis on composition. Satisfies the requirement of a genre course. Prerequisite: English 203 and permission of the instructor. – Minot WF 1:15

311. Studies in Literary History: Narrative in English to 1800 – A study of the development of plot, characterization, point of view, and theme in English narrative from the decline of the Anglo-Saxon epic to the emergence of the novel. Individual reading lists will be worked out, if desired, at the start of the term so that students may fill in any important gaps in previous reading. In class, lectures and discussions will deal with narrative theory, with major narrative developments represented in *Beowulf*, *The Canterbury Tales*, *The Faerie Queene*, *Paradise Lost*, *Gulliver's Travels*, *Clarissa*, *Tom Jones*, *Tristram Shandy*, and others as well as with issues arising from the readings selected by the students. Satisfies the requirement of a literary history or genre course. Permission of the instructor. – McNulty TTh 9:55

315. Studies in Renaissance Literature: Elizabethan and Jacobean Drama – A close reading of plays by Marlowe, Kyd, Shakespeare, Tourneur, Middleton, Webster, and Ford, and a discussion of some theoretical books by Freud. Satisfies the requirement of a course in literary history. Permission of the instructor. – Weisgram TTh 11:20

316. Spenser and Donne – The study of the major poetry of Spenser, including selected books of *The Faerie Queene*, and the *Songs and Sonnets* and "Divine Poems" of Donne. Satisfies the requirement of a literary history or major writer course. Permission of the instructor. – Ogden TTh 2:40

- 320. Studies in Eighteenth Century Literature: The Age of Swift** – An introduction to historical criticism through the study of the disintegration of neo-classical standards and the evolution of romantic ones during the Age of Swift (roughly 1690–1750). Satisfies the requirement of a literary history course. Permission of the instructor. – R. Williams WF 1:15
- 322. Studies in Nineteenth Century British Literature: Victorian Romance** – A study of romantic writers of fiction in Great Britain who revolted against realism and naturalism during the period from 1883 to 1914. Readings in Stevenson, Haggard, Weyman, Quiller-Couch ("Q"), Doyle, Hope, Munro, Hewlett, Baroness Orczy, Kipling, and Conrad. Satisfies the requirement of a genre or literary history course. Permission of the instructor. – Benton MWF 9:30
- 324. Studies in Nineteenth Century American Literature: American Renaissance** – Readings in Melville, Whitman, Hawthorne, Emerson, Thoreau and Poe, with critical, biographical, and social backgrounds. Satisfies the requirement of a literary history course. Permission of the instructor. – Cameron TTh 11:20
- 325. Studies in Twentieth Century British Literature** – Representative readings from major British literary figures of the twentieth century, including Yeats, Joyce, Woolf, Forster, Eliot, Lawrence, Cary, and others. Satisfies the requirement of a literary history course. Permission of the instructor. – Ogden M 1:15
- 326. Studies in Twentieth Century British Literature: James Joyce and His Literary Background** – A close study of *Dubliners*, *Portrait . . .*, and *Ulysses* and of the major literary influences that helped shape them: Homer, Baudelaire, Verlaine, Huysmans, Rimbaud, Flaubert, Ibsen, Hauptmann, Sterne, the aesthetes, and the decadents. Satisfies the requirement of a literary history or major writer course. (Offered in the Comparative Literature Program.) Permission of the instructor. – Kuyk MWF 10:30
- 328. Richard Wright and Langston Hughes** – A study of the major works of Richard Wright and Langston Hughes. The course will consider the cultural, literary, and political influences on their lives and works, with particular emphasis on their interpretations of the experiences of Black people in the United States. Satisfies the requirement of a major writer course. Permission of the instructor. – J. Miller WF 2:40
- 332. Studies in Genre: Five Popular Forms** – A study of the generic characteristics of five popular fictional forms: detective story, western, Gothic romance, spy story, and science fiction, including the work of Poe, Doyle, Christie, Chandler, and Spillane; Wister, Grey, and Rhodes; Lewis, Maturin, Stoker, and Faulkner; Rohmer, Bechan, Deighton, and Le Carré; and Mary Shelley, Wells, Bradbury, and Clarke. Satisfies the requirement of a genre course. Permission of the instructor. – Benton TTh 9:55
- 333. Studies in Drama: Theater of Violence** – A study of the interrelationships between sexuality, violence, culture, and theater, with special attention to sexual roles, to the actor/audience transaction, and to the medium of playwriting as a cultural force. Readings in Euripides, Kyd, Shakespeare, Kleist, Freud, Artaud, Genet, Lorca, and Peter Weiss, as well as some studies of the female threat. (Offered in the Comparative Literature Program.) Satisfies the requirement of a genre course. Permission of the instructor. – Weisgram TTh 2:40

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334. Studies in Drama – A study of principal dramatic forms and modes through the analysis of a variety of plays and some reading of critical works. Satisfies the requirement of a genre course. Permission of the instructor. – Potter MWF 11:30

335. Studies in Fiction: The Short Story – A brief survey of the development of the form, and an intensive study of contemporary trends in short story writing. Satisfies the requirement of a genre course. Permission of the instructor. – R. Williams TTh 9:55

336. Studies in Fiction – A study of the structural and thematic features of contemporary ironic and post-ironic fiction; readings in Faulkner, Hemingway, Spark, Bellow, Nabokov, Barthelme, Vonnegut, Brautigan, Kesey and others. Satisfies the requirement of a genre course. Permission of the instructor. – Smith TTh 1:15

337. Studies in Poetry: The Lyric – The development of lyric themes and forms in English and American poetry. Readings in Chaucer, Spenser, Shakespeare, Jonson, Marvell, Milton, Blake, Wordsworth, Keats, Shelley, Whitman, Yeats, T. S. Eliot, W. C. Williams, Thomas, Roethke, and others, as well as readings in critical theory. Detailed analysis and class discussion of major lyrics. Satisfies the requirement of a genre course. Permission of the instructor. – McNulty MWF 11:30

338. Studies in Poetry: The Epic – A study of the epic genre and its relationship to the concept of the hero and the definition of the self. Readings include the *Iliad*, *Odyssey*, *Aeneid*, *Gilgamesh*, *Paradise Lost*, *Paterson*, *Song of Roland*, *Sundiata*, and some modern attempts in the genre. (Offered in the Comparative Literature Program.) Satisfies the requirement of a genre course. Permission of the instructor. – Ogden W 7:00

344. Chaucer – Introduction to the literature of the Medieval period with special emphasis upon Chaucer. Satisfies the requirement of a literary history or major writer course. Permission of the instructor. – McNulty TTh 9:55

345. Shakespeare – Intensive study of nine plays representing histories, comedies, tragedies: *Richard II*; *Henry IV*, 1; *Midsummer Night's Dream*; *As You Like It*; *Troilus and Cressida*; *Julius Caesar*; *Hamlet*; *Macbeth*; *Othello*. Lectures, discussion, and recordings of certain scenes. Satisfies the requirement of a major writer course. Permission of the instructor. – Dando MWF 9:30

346. Shakespeare – Intensive study of nine plays representing histories, comedies, tragedies: *Richard III*; *Henry IV*, 2; *Twelfth Night*; *Merchant of Venice*; *Measure for Measure*; *King Lear*; *Antony and Cleopatra*; *Coriolanus*; *The Tempest*. Satisfies the requirement of a major writer course. Permission of the instructor. – Dando MWF 9:30

347. Blake and Milton – A study of the poetry of Blake, including *Jerusalem*, in the context of the works of Milton, particularly *Comus*, *Paradise Lost*, and *Paradise Regained*. Satisfies the requirement of a major writer course. Permission of the instructor. – Ogden TTh 2:40

349. T. S. Eliot – Eliot's poetry, drama, and criticism studied within the aesthetic, religious, and historical framework of twentieth century culture. Satisfies the requirement of a literary history or major writer course. Permission of the instructor. – Cameron TTh 11:20

351. William Faulkner – A study of Faulkner's Yoknapatawpha novels and stories and their literary and cultural milieu. Satisfies the requirement of a major writer course. Permission of the instructor. – Kuyk MWF 10:30

353. Robert Frost – Reading of all Frost's poetry, with detailed class discussion of many poems and some attention to their biographical and cultural contexts. Satisfies the requirement of a major writer course. Permission of the instructor. – Potter M 1:15

374. Fiction Workshop – Advanced seminar in the writing of fiction; study and analysis of contemporary short stories, with primary emphasis on the writing of fiction. Satisfies the requirement of a genre course. Prerequisite: English 303 and permission of the instructor. – Minot TTh 1:15

376. Poetry Workshop – Detailed study of the writing of poetry, involving the examination of the work of specific poets and the practice of "making" poems. Informal class meetings and criticism of student work. Satisfies the requirement of a genre course. Permission of the instructor. – Ogden T 7:00

463, 463(2). Private Study Course – A limited number of individual tutorials in topics not currently offered by the Department; applications for this course should be submitted to the instructor and the Department Curriculum Committee at pre-registration. Offered in both terms. – The Staff

472. Senior Seminar – Four separate seminars, each with a different approach to a single literary topic to be selected jointly by students and instructors in the fall term; culminates in the Senior Symposium at the end of the spring term. Limited to senior English majors.

Sec. A – Kuyk M 1:15

Sec. C – Smith M 1:15

Sec. B – Minot M 1:15

Sec. D – Weisgram M 1:15

Theatre Arts 333. Studies in Drama: Tragedy – This course satisfies the requirement of a genre course.

511. Studies in Literary History: Realism and Naturalism – Kuyk Th 7:00

515. Studies in Renaissance Literature – Cameron Th 7:00

531. Studies in Genre: Fiction and Film – Dando M 7:00

534. Studies in Drama: Self and Theater in Modern Drama – Weisgram W 7:00

537. Studies in Poetry: The Contemporary Epic – Benton W 7:00

538. Studies in Poetry: The Lyric – Potter T 7:00

544. Chaucer – McNulty Th 7:00

546. Shakespeare: The Major Comedies – Cameron Th 7:00

553. The Study of English – Wheatley T 7:00

562. Studies in Ideas: Three Modernists—Yeats, Joyce and Nabokov – Wheatley M 7:00

651–652. Thesis – Smith and staff. Conference hours by appointment.

Fine Arts

PROFESSOR MAHONEY, *Chairman*; VISITING PROFESSOR MARLOW;
ASSOCIATE PROFESSOR BAIRD*; RESIDENT IN THE ARTS AND DIRECTOR OF
STUDIO ARTS CHAPLIN; ARTIST-IN-RESIDENCE MATT;
VISITING ARTIST CALE

The Department offers instruction in two academic majors: Art History and Studio Arts.

ART HISTORY

THE ART HISTORY MAJOR – Courses AH 101 and AH 102, two studio courses selected from SA 111 through SA 216, and eight courses in Art History beyond AH 101 and AH 102. All majors must arrange to have an adviser within the Art History faculty by the beginning of their junior year. A grade of C– or better is required for major credit, with the exception of the two studio requirements, which can be taken on a pass/fail basis. Intending majors are strongly urged to take a survey of modern European history. Students who plan to continue the study of Art History at the graduate level are reminded that a good reading knowledge of either French, Italian, or German is normally a prerequisite for admission to graduate school.

The award of departmental honors in Art History will be based on superior performance in all history of art courses and in the senior essay (see AH 402).

AH 101. Introduction to the History of Art I – A survey of the history of art and architecture in antiquity and the Middle Ages. – Mahoney MW 11:30 and one TBA

AH 102. Introduction to the History of Art II – A survey of the history of painting, sculpture, and architecture from the Renaissance to the present day. – Mahoney MW 11:30 and one TBA

[AH 201. Ancient Art] – A study of the art and architecture of the ancient world. Emphasis will be on Greek art and on that of Rome through the reign of Marcus Aurelius. Prerequisite: Permission of the instructor. – Baird

AH 202. Medieval Art and Architecture – Art and architecture from the fourth to the thirteenth century, with special emphasis on periods of innovation and renewal, such as Early Christian, Carolingian, and Romanesque, and concluding with High Gothic, particularly as embodied in the great cathedrals of Paris, Chartres, Rheims, and Amiens. – Baird MWF 10:30

[AH 204. Gothic and Early Renaissance Art in Italy] – A study of painting, sculpture and architecture in Italy from the later Middle Ages through the fifteenth century, with emphasis on masters such as the Pisani, Giotto, Brunelleschi, Ghiberti, and Donatello. – Baird

AH 206. The High Renaissance Art in Italy – Italian painting, sculpture, and architecture from the end of the fifteenth century through the sixteenth century.

* Leave of Absence, Christmas Term.

The first third of the course is devoted to the study of Leonardo, Michelangelo, and Raphael; the second third to the art of their contemporaries and successors in central Italy; and the final third to art in Venice – the painting of Bellini, Giorgione, Titian, Veronese, and Tintoretto, and the architecture of Palladio. – Baird TTh 11:20

AH 208(1). Baroque Art – A survey of Western European art during the seventeenth century. Special attention is given to artists like Caravaggio, Bernini, Poussin, Rembrandt, and Rubens. – Mahoney TTh 11:20

[AH 210. Nineteenth Century European Art] – A study of nineteenth century art in Western Europe with an emphasis on such movements as Romanticism, Realism, Impressionism, and Post-Impressionism. – Mahoney

AH 211. Twentieth Century Architecture – A survey of the background and current trends in contemporary architecture. – TBA TTh 9:55

AH 212. Twentieth Century Painting and Sculpture – A survey of a number of major artists and selected movements in twentieth century painting and sculpture. – TBA TTh 9:55

AH 213. American Art – The history of the arts in America from Colonial times to the present. – TBA TTh 1:15

[AH 302. The Northern Renaissance] – The art of Northern Europe from the end of the Middle Ages through the sixteenth century, including Sluter, Van Eyck and later Flemish masters, the painting and sculpture of such German artists as Riemenschneider, Grunewald, Durer, and Holbein, and the art of the period in the kingdom of France. – Baird

[AH 304. Eighteenth Century Art] – A survey of rococo and neoclassic art of the ancien regime in France and elsewhere in Europe.

AH 401(2). Junior Seminar in Art History – Required of and limited to Art History majors in their junior year. Studies in the tradition and methodology of art history. Museum visits, readings, discussion, and reports. – Mahoney F 1:00–6:00

AH 402. Senior Seminar in Art History – Individual tutorial, with an extended paper, on a topic in the history of art. Required of all Art History majors in their senior year. – Baird TBA

AH 403, 404. Special Studies in Art History – Individual research on a selected topic under the guidance of a member of the Art History staff. Permission granted only to specially qualified students. – The Staff TBA

STUDIO ARTS

THE STUDIO ARTS MAJOR – Courses AH 101 and AH 102 (see offerings in Art History), SA 111, SA 112, SA 402 plus six other courses in Studio Arts. A mark of C– or above is required for major credit.

Students who intend to major are urged to have taken at least two studio courses before the end of their sophomore year, at which time they will be assigned an adviser in the Department who will review their intended plan of study.

Majors may choose to be candidates for departmental honors in Studio Art. The award will be based on superior performance and the presentation of a number of representative works at the end of the senior year for evaluation by the Department.

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SA 111, 111(2). Elements of Design – Exploration of non-figurative two and three dimensional design in a number of unconventional media. Required of all Studio Arts majors. Enrollment in each section limited to 30.

Christmas Term

Sec. A – TBA M 11:30–12:30,
1:00–3:00

Trinity Term

TBA M 11:30–12:30,
1:00–3:00

Sec. B – Chaplin M 3:00–6:00

SA 112(1), 112. Elements of Drawing – Study of line and mass stressing spatial control in a variety of media. Required of all Studio Arts majors. Enrollment in each section limited to 30.

Christmas Term

Sec. A – Chaplin M 11:30–12:30,
1:00–3:00

Trinity Term

Sec. A – Chaplin M 11:30–12:30,
1:00–3:00

Sec. B – TBA M 3:00–6:00

Sec. B – TBA M 3:00–6:00

SA 211, 212. Introductory Painting I & II – Basic study of color/space relationships in a wide variety of media. Prerequisite: To have taken or be taking either SA 111 or SA 112. Enrollment limited to 20. – Chaplin WF 3:15–5:15

SA 213, 214. Introductory Graphics I & II – Basic print techniques such as woodcut, etching, and engraving. Prerequisite: To have taken or to be taking either SA 111, or SA 112. Enrollment limited to 20. – TBA WF 1:00–3:00

SA 215, 216. Introductory Sculpture I & II – The fundamentals of working in three dimensions and a study of various sculptural media. Prerequisite: To have taken or to be taking either SA 111, or SA 112. Enrollment limited to 20. – TBA TTh 1:00–3:00

SA 311, 311(2). Advanced Painting – As a continuation of Introductory Painting, students are encouraged to develop and sustain their own concepts. Group criticism is emphasized. This course may be repeated a number of terms by students concentrating in painting. Prerequisite: SA 111, SA 112, SA 211, SA 212. Enrollment limited to 20. – Chaplin WF 1:00–3:00

SA 313, 313(2). Advanced Graphics – As a continuation of Introductory Graphics students develop on basic techniques, experiment with new ones and sustain their own concepts. This course may be repeated a number of times by students concentrating in printmaking. Prerequisite: SA 111, SA 112, SA 213, SA 214. Enrollment limited to 20. – TBA WF 3:15–5:15

SA 315, 315(2). Advanced Sculpture – As a continuation of Introductory Sculpture students elaborate basic techniques, explore new media, and sustain their own concepts. This course may be repeated a number of times by students concentrating in sculpture. Prerequisites: SA 111, SA 112, SA 215, SA 216. Enrollment limited to 20. – TBA TTh 3:15–5:15

SA 402. Major Seminar in Contemporary Art – The background and current trends in twentieth-century art. Limited to and required of Studio Art majors in either their junior or senior years. – TBA M 3:00–6:00

SA 411, 412. Special Projects in Studio Art – Offered only exceptionally for a highly qualified student to work at an advanced level on a project that might not otherwise be available within the curriculum. Prerequisite: Approval of the program director and the Department Chairman. – The Staff.

Pre-architecture students are advised that requirements for admission to graduate schools vary greatly but they may include: (a) at least a year's survey in art history; (b) studio courses in basic design, drawing, painting and sculpture; plus (c) a college level physics course – but not mechanical drawing – and a college level mathematics course in addition to calculus. Engineering 341, 342 are recommended to pre-architecture students.

History

PROFESSORS COOPER, *Chairman*, DAVIS, DOWNS, BANKWITZ AND
WEAVER; ASSOCIATE PROFESSORS SLOAN, STEELE, AND PAINTER*;
ASSISTANT PROFESSOR OXNAM; INSTRUCTORS SPENCER, WEST, KASSOW,
AND NAILOR

HISTORY MAJOR – The intent of the major is to develop a general knowledge of the past, as well as familiarity with historiography and historical methods.

Students concentrating in history are urged to follow a program that includes several of the following areas: the United States, Great Britain, Europe, Africa, Asia, and the Middle East. Programs should cover a broad chronological range from the ancient to the modern period.

Majors are required to take twelve courses in the Department.

One half-year seminar, History 391 or History 392, is required of all majors in their junior year. All seniors are required to take two one-half-year seminars. Whenever possible, seniors should choose their seminars in areas and in chronological periods that will guarantee the broadest preparation in the history major.

Seniors may apply for admission to one of the full-year thesis seminars (History 403–404) offered in place of the half-year seminars. The thesis seminar is the equivalent of two seminars and satisfies the requirement.

History majors are strongly advised to select courses in the Social Sciences and Humanities appropriate to their interests. The Department urges its students to attain proficiency in a foreign language. Students intending to pursue graduate work in history should seriously consider studying two foreign languages.

To fulfill the requirements for the major, students must pass a General Examination.

The award of departmental honors will be based on superior performance in all history courses and in the General Examination.

101. Introduction to the History of Europe – Topics in the history of Western Europe from Carolingian times to 1715. Designed as an elective for all classes. Prospective majors should implement their preparation in history by taking History 101 or History 102 or both. Christmas Term. – Kassow TTh 1:15

102(1), 102. Introduction to the History of Europe – Western Europe from 1715 to the present.

Christmas Term
Bankwitz TTh 1:15

Trinity Term
Sec. A – West TTh 1:15
Sec. B – Kassow TTh 9:55

* Sabbatical leave, Trinity Term, 1973.

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- 103. The City in American History** – Cities in the colonies and in the new nation, the urban frontier, cities and the American national character, urban demography, immigration, social mobility, the political machine, the ghetto. The course is the equivalent of Urban Studies 103. Christmas Term. – Weaver WF 1:15
- 201. The United States from the Colonial Period through the Civil War** – An examination of the developing American political tradition with emphasis on economic and ideological factors. Christmas Term. – Sloan MWF 9:30
- 202. The United States from Reconstruction to the Present** – Continuation of History 201. Trinity Term. – Spencer MWF 9:30
- 203. The Ancient Near East and Greece** – The origins of society in the Mediterranean world. A survey of ancient Near Eastern history and of Greece to the death of Alexander the Great. Christmas Term. – Davis MWF 9:30
- 204. Hellenistic and Roman History** – A survey of the Mediterranean world to A.D. 235. Trinity Term. – Davis MWF 9:30
- 207. England to 1714** – The political, constitutional, economic, and social evolution from the Roman conquest to the death of Queen Anne. Limit: 50. Christmas Term. – Cooper MWF 10:30
- 208. England from the Accession of George I** – The development of England, Great Britain, the Empire and Commonwealth from 1714 to the present. Limit: 50. Trinity Term. – Cooper MWF 10:30
- 301. The Emergence of Christian Civilization** – Several of the principal topics in the history of Europe and the Near East, 400–1100. Readings from the literature and an essay for each topic. Christmas Term. – Downs TTh 9:55
- 302. The Emergence of Christian Civilization** – Same as History 301 but covering the period 1100–1300. Trinity Term. – Downs TTh 9:55
- 303. The Renaissance** – The political, economic, cultural and religious movements with especial emphasis on Italy. Christmas Term. – Painter TTh 1:15
- [304. The Reformation]** – The period 1500 to 1648 emphasizing the Continental Reformation.
- 307. Russia to 1881** – Russia from earliest times to the death of Alexander II with especial emphasis on the eighteenth and nineteenth centuries. Christmas Term. – West TTh 9:55
- 308. The Rise of Modern Russia** – Imperial Russia and the Soviet Union. Trinity Term. – West TTh 9:55
- 311(2). The Formative Years of American History** – The contributions of the Colonial period, the problems of the Critical period, the framing of the Constitution, and the early development of the nation. Trinity Term. – Weaver MWF 10:30
- 312(1). Colonial America** – The political, economic and social history of the period. Christmas Term. – Weaver MWF 10:30
- 313(2). Latin America** – A survey of the Iberian cultures of the Western Hemisphere. Trinity Term. – Davis MWF 11:30

- [314. **Civil War and Reconstruction**] – Slavery and the shape of Southern society, the Negro in the North, the abolitionists, the causes of the war, Reconstruction.
315. **Black Americans before 1865** – A survey including an examination of the early West African civilizations, Africanisms in the New World and a comparison of the life and culture of Blacks in the Caribbean and South America. Permission of instructor. Christmas Term. – Nailor TTh 9:55
316. **Black Americans since 1865** – Black American life and culture and its relationship to other Black societies. Prerequisite: History 315. Permission of instructor. Trinity Term. – Nailor TTh 9:55
- 318(1). **America in the Twentieth Century From Roosevelt to Roosevelt** – A topical examination of national change and development from 1900 through World War II, with emphasis on major historical problems of the period. Christmas Term. – Sloan MWF 11:30
- 319(2). **The Harlem Renaissance** – The historical, political and artistic accomplishments during and after World War I. The first collective expression of race pride by Black Americans. Permission of instructor. Trinity Term. – Nailor TTh 1:15
- 320(1). **Modern France** – The development of France from 1815 to the present stressing the problems of the Third and Fourth Republics. Enrollment limited to 30. Christmas Term. – Bankwitz WF 1:15
- [321. **Modern Europe, 1760–1870**] – Selected topics in the history of despotism, revolution, liberalism, and nationalism.
322. **Modern Europe, 1870–1945** – Europe in the age of imperialism, socialism, totalitarianism, and scientific war. Enrollment limited to 30. Trinity Term. – Bankwitz WF 1:15
- [324. **Hispanic Civilization**] – The history of Spain from earliest times with especial emphasis on the Reconquista, the sixteenth century, the expansion of Spain, the decline of Spanish power and problems of the twentieth century.
326. **The Rise of the United States as a World Power** – An historical survey of the international relations and diplomacy of the United States. Trinity Term. – West MWF 9:30
- [327. **History of Africa in the Pre-Colonial Period**] – Problems and method of African history, traditional African society, the spread of Islam, and peripheral contact with classical and western culture.
- 328(1). **Africa, 1914 to the Present** – European colonial rule, the emergence of resistance movement, the rise of modern African nationalism, decolonization, and the problems of African independence. Christmas Term. – Steele MWF 10:30
- 329(2). **History of the Middle East, 1900 to the Present** – A survey of changing Middle Eastern societies from the rise of European imperialism to the emergence of modern political and social movements. Topics covered include the Young Turk Revolution, the World Wars and their aftermaths, the emergence of Israel, and the course of nationalism in Turkey, Iran, and the Arab countries. Trinity Term. – Steele MWF 10:30
- [330. **Modern Japan**] – The transformation of the traditional culture and politics of Japan under the impact of modern industrialization.

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[331. Africa in the Nineteenth Century]

332(1). Alexander the Great and the Hellenistic Era, 338 B.C. to 200 B.C. – Greece and the Near East from the conquest of Greece by Macedon with especial study of the source material on Alexander the Great and on the Hellenization of the East. Christmas Term. – Davis MWF 8:30

334. The Roman Empire, 44 B.C. to A.D. 180 – Rome from death of Caesar through the Age of the Antonines with especial emphasis on the Augustan Age; survey of the institutions of the High Empire. Trinity Term. – Davis MWF 8:30

337. Modern Italy – A survey of the history of nineteenth and twentieth century Italy with particular emphasis on the period from unification to Fascism and World War II. The course complements Italian 291, Modern Italian Literature in Translation. Each course carries one course credit, but students who choose to take both courses simultaneously may earn a third credit by completing additional work. Christmas Term. – Painter WF 1:15

339. Middle Eastern Thought and Culture, 600–1406 – The main trends in Middle Eastern philosophy and religions from Muhammad to the beginning of the fifteenth century. Permission of instructor. This course also counts toward the major in Philosophy and Religion. Christmas Term. – Steele TTh 9:55

341. China to 1750 – A survey of China from the Shang to the mid-Ch'ing dynasties, stressing the formative periods in early Chinese history and covering the major social, political and intellectual developments. Christmas Term. – Oxnam TTh 1:15

342. China from 1750 to the Present – The late Ch'ing period, the revolution in the nineteenth and twentieth centuries, the Peoples' Republic. Trinity Term. – Oxnam TTh 1:15

[343. Ch'ing China, 1644–1912]

348. Topics in the History of Africa – A study of a particular region or country on the African continent with emphasis on developments since 1945. Area studied varies from year to year according to class interest. Permission of instructor. Trinity Term. – Steele TTh 9:55

380(1), 380. Special Tutorial in History – Selected topics in special areas and periods by arrangement with the instructor and permission of the Chairman.

391, 392. Junior Seminar – Required of all majors in their junior year. Seminars concentrate on specific historical themes and problems and are designed to encourage student participation in papers and class discussion. Prerequisite: Permission of the instructor. Enrollment in each section limited to 12. In 1972–1973 the following seminars will be offered.

391. Russia – Christmas Term. – West M 1:30

392. Georgian England (A) – Trinity Term. – Cooper T 1:30

392. 13th Century Europe (B) – Trinity Term. – Downs Th 1:30

392. 20th-Century France (C) – Trinity Term. – Bankwitz T 1:30

392. Imperialism (D) – Trinity Term. – Steele M 1:30

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401, 402. Senior Seminars – Majors are required to take two seminars in their senior year.

401. Ancient History (A) – Christmas Term. – Davis M 1:30

401. The Stuarts (B) – Christmas Term. – Painter M 1:30

401. Russia (C) – Christmas Term. – Kassow M 1:30

402. Early America (A) – Trinity Term. – Weaver M 1:30

402. European Diplomatic History, 1815–1945 (B) – Trinity Term. – Kassow T 1:30

403–404. Thesis Seminars – Studies in various topics, emphasis being placed on research methods, bibliography, and a thesis. Thesis seminars are full-year courses and satisfy the senior seminar requirement.

403–404. Europe (A) – Bankwitz M 1:30

403–404. United States (B) – Sloan M 1:30

Note: The following graduate courses are open to seniors whose records have been outstanding. Prerequisite: Permission of the student's adviser and of the Office of Graduate Studies and the pleasure of the instructor. History 601, 602 may be taken to satisfy the senior seminar requirement.

526(1). Georgian and Victorian England, 1714–1901 – Christmas Term. – Cooper T 7:00 p.m.

535(2). Germany, 1848–1945 – Trinity Term. – Kassow W 7:00 p.m.

542(1). Modern Russia – Christmas Term. – West W 7:00 p.m.

550. New England – Trinity Term. – Weaver Th 7:00 p.m.

552(1). American Revolution and Early National Period – Christmas Term. – Weaver Th 7:00 p.m.

601. Byzantium and Islam, 600–1200 – Christmas Term. – Downs M 7:00 p.m.

602. Byzantium and Islam, 600–1200 – Trinity Term. – Downs M 7:00 p.m.

Intercultural Studies Program

ASSOCIATE PROFESSOR STEELE, *Director*. PARTICIPATING FACULTY:

PROFESSORS BATTIS, DAVIS, DOWNS, WATERMAN AND R. WILLIAMS;

ASSOCIATE PROFESSORS BENTON AND GASTMANN; ASSISTANT PROFESSORS

J. MILLER AND OXNAM; INSTRUCTORS BRAUE, GARSTON, NAILOR, NAYAK,

T. REILLY, RUSSO AND WEST; LECTURER JIBRELL

OBJECTIVES OF THE PROGRAM – The Intercultural Studies Program offers a series of area studies concentrations (such as Black Studies, Asian Studies, Russian Studies, etc.) which are interdisciplinary in approach and broadly comparative

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in perspective. The main emphasis of the program is to provide the student with the opportunity to study the cultural heritage, history, and current condition of those people who have experienced a half millenium of West European expansion into the lands beyond Europe. The program requires that the student select a concentration of study which focuses on one society or culture area while at the same time examining the process of change which different societies undergo in moving from a traditional order toward an urban, industrialized situation. Each student is expected to develop three complementary sorts of knowledge as his goals for the successful completion of the major. These goals are: 1) a comprehensive knowledge of at least one culture area or society; 2) the ability to analyze that society or culture area both in terms of its unique characteristics and in terms of a cross cultural comparative perspective; 3) an appreciation of the diversity and value of human experience and cultural patterns in a number of societies.

THE INTERCULTURAL STUDIES MAJOR—Fulfillment of the objectives of the major requires an intensive interdisciplinary study of a particular society or culture area and a comparative study of at least one other society or culture.

1. Each applicant to the major must draw up a program in terms of the three general goals of the program and in the light of his own particular interests.

2. In addition to the regular curricular opportunities outlined in the Catalogue, the student is encouraged to include in his program such educational opportunities as study abroad or at other U. S. institutions, tutorials, and independent work.

3. Each major is expected to participate in: a) the general Introductory Seminar; and b) Seminars in his junior and senior years devoted to his main area of concentration.

4. In the senior year, the student is expected to undertake a project, thesis, or comprehensive examination (written and/or oral) illustrating his competence in his area concentration and in comparative studies. To this end the student is required to keep a dossier of the work he has completed for the major, as a review of the work carried out during the entire period of his participation in the program will be one of the ways by which his successful completion of the major will be evaluated.

Application to the major—The student's program proposal drawn up upon entry into the major must be submitted to the program director who in turn will bring it to the attention of the participating faculty for their advice as to the soundness of its rationale, its coherence, and its appropriateness to the overall objectives of the major.

Appraisals—At the end of each academic year, the progress of each student in the program will be reviewed by the participating faculty in order to inform the student of the degree of progress he has made in achieving the goals of the program.

Languages—The program has no specific language requirement but the acquisition of fluency in a foreign language needed to study a particular society or culture may be counted toward fulfilling the requirements of the major.

Related Studies—Experience indicates that the students who achieve the highest degree of satisfaction in pursuing an Area Studies major have taken care to master the basic disciplinary approach of one or more of the Social Sciences or the Humanities. It is therefore strongly recommended that in drawing up a program, the student consider elective work in such fields as Economics, Literature, or Sociology in addition to the course of study pursued within the Intercultural Studies Program.

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SAMPLE PROGRAMS OF STUDY

The outlines below are only intended as possible general guides in assisting the prospective major in drawing up a program proposal for submission to the program director. *It should be noted, however, that in planning a program the student is encouraged to include such options as study abroad or at other U. S. institutions, tutorials, and independent study.*

Three-year major:

Sophomore	1st Semester	2nd Semester
	Introductory Seminar Area of Concentration Cognate Area Elective Elective	Introductory Seminar Area of Concentration Cognate Area Elective Elective
Junior	Junior Seminar Area of Concentration Cognate Area or Comparative Course Elective Elective	Junior Seminar Area of Concentration Elective Elective Elective
Senior	Senior Seminar Area of Concentration Elective Elective	Senior Seminar Cognate Area or Comparative Course Elective Elective

Two-year major:

Junior	1st Semester	2nd Semester
	Introductory Seminar Junior Seminar Area of Concentration Elective Elective	Introductory Seminar Junior Seminar Area of Concentration Elective Elective
Senior	Senior Seminar Area of Concentration Cognate Area or Comparative Course Elective	Senior Seminar Cognate Area or Comparative Course Cognate Area or Comparative Course Elective

(*Area of concentration* = studies in the area of the student's main interest; *cognate area* = courses in other societies or culture areas; *comparative course* = courses which primarily have a cross cultural focus.)

Intercultural Studies 201. Introduction to African Social Thought – An examination of the basic values by which Africans explain and deal with the natural and social worlds. Special attention will be given to individualistic versus collectivist outlooks; a comparative study of African and Western writers and the way in which these authors illustrate the response of their community to the environment. Permission of the instructor. – Jibrell TTh 9:55

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Intercultural Studies 202. Twentieth Century African Political Thought – An examination of the political thought and activities of major Black figures such as Kwame Nkrumah, Sekou Toure, Malcolm X, Julius Nyerere, Amilcar Cabral, Franz Fanon, and Stokley Carmichael. An examination of the recurring themes of nationalism, unity, liberation, and pan-Africanism will be emphasized. Permission of the instructor. – Jibrell TTh 9:55

Intercultural Studies 210 (1). The Black Novel in America – This course will attempt to show the various writing styles employed by the best known and most able Black writers in the United States. Emphasis will also be placed on the changing attitude of Black intellectuals concerning their station in the U.S., their views of the future, and their attitude toward Whites. The course will be divided into the following chronological sections: (A) The Early Black Writers; (B) The Harlem Renaissance; (C) Contemporary Authors; (D) The "New Renaissance." Prerequisite: Permission of instructor. – Nailor TTh 1:15–2:30

Intercultural Studies 221. Africa and the Americas – An examination of the cultural and political relationships between Africa and the Americas, with particular emphasis on the emergence of Pan-Africanism as it is reflected in the literature and political thought of the twentieth century. Writers to be studied include: W.E.B. DuBois, Marcus Garvey, Aime Cesaire, Leopold Senghor, Frantz Fanon, and Edward Braithwaite. Prerequisite: Permission of instructor. – J. Miller MWF 9:30 – 10:20

Intercultural Studies 225. Writing Seminar: The Black Experience – A writing workshop in which students will explore the modes of written communication through which they can express themselves most comfortably and effectively. The primary emphasis will be on the development of a personal writing style which reflects the student's unique view of the world. Class discussions and criticism of student writing; tutorials. Prerequisite: Permission of the instructor. – J. Miller TTh 2:40–3:55

Intercultural Studies 233. Introduction to Indic Studies, I – A study of selected aspects of Indic culture from remotest antiquity to the present. The Indic cultural frame will be emphasized. Students will be encouraged to deal with that aspect of Indic culture, philosophy, art, music, history, law, etc., in which they have the greatest interest. – Nayak TTh 9:55–11:10

Intercultural Studies 234. Introduction to Indic Studies, II – A continuation of the work begun in the first semester. Additional aspects of Indic culture will be examined. – Nayak TTh 9:55–11:10

Intercultural Studies 301. Introduction to Intercultural Studies – A study of the problems arising from the use of scholarly techniques of historically Western origin in studying cultures different from the Western; analysis of major problem areas in interpreting other cultures than our own; the search for new categories of understanding not directly dependent on standard Western concepts. Beginning majors; other students by permission of the instructors. – Nayak and Steele M 1:10–4:00

Intercultural Studies 302. Approaches to Intercultural Studies – A continuation of Intercultural Studies 301. An examination of a number of different culture areas employing the methodological approaches developed in the first semester. Beginning majors; other students by permission of the instructors. – Nayak and Steele TTh 1:15–2:30

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Intercultural Studies 451, 452. Seminar – Intended primarily for junior and senior majors. The seminar will examine specific aspects and problems of the culture area which the student has elected as his field of concentration. The seminar will emphasize student participation through oral and written presentation; tutorial work on individual projects. Prerequisite: permission of the instructor. (Given in alternate years.)

451. Sec. A – Black Studies: The Life and Work of DuBois (other sections TBA) – Nailor WF 1:15–2:30

452. Sec. A – Black Studies. The Life and Work of Blyden and Fanon (other sections TBA) – Nailor WF 1:15–2:30

[Intercultural Studies 453, 454 Seminar]

Related courses offered at Trinity, 1972–73

ASIAN STUDIES:

English 209. Survey of Oriental Literature (India, China, and Japan to the Eighteenth Century)

English 210. Survey of Oriental Literature (India, China, and Japan in the Nineteenth and Twentieth Centuries)

History 341. China to 1750

History 342. China from 1750 to the present

Intercultural Studies 233. Introduction to Indic Studies, I

Intercultural Studies 234. Introduction to Indic Studies, II

Political Science 322. The Government and Politics of India and Pakistan

Religion 251. Religions of the Orient, I

Religion 252. Religions of the Orient, II

Religion 255. Buddhism

Religion 256. Hinduism and Islam

Religion 358. Oriental Philosophies of Religion

BLACK STUDIES:

English 328. Richard Wright and Langston Hughes

History 315. Black Americans before 1865

History 316. Black Americans since 1865

History 319(2). The Harlem Renaissance

History 328(1). Africa, 1914 to the present

History 348. Topics in the History of Africa

Intercultural Studies 201. Introduction to African Social Thought

Intercultural Studies 202. Twentieth Century African Political Thought

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- Intercultural Studies 210(1). The Black Novel in America
Intercultural Studies 221. Africa and the Americas
Intercultural Studies 225. Writing Seminar; the Black Experience
Intercultural Studies 451A, 452A. Seminar in Black Studies
Music 121. The Origins of Afro-American Music
Religion 286. Black Religious Experience and Protest Ideology

LATIN AMERICAN STUDIES:

- History 313(2). Latin America
Political Science 317. Government and Politics in Latin America
Spanish 361. Literature of the Caribbean
Spanish 362. Literature of the Caribbean in Translation

MIDDLE EASTERN STUDIES:

- History 329(2). The Middle East, 1900 to the present
History 339. Middle Eastern Thought and Culture, 600-1406
History 601. Byzantium and Islam, 600-1200
History 602. Byzantium and Islam, 600-1200

RUSSIAN STUDIES:

- History 307. Russia to 1881
History 308. The Rise of Modern Russia
History 391. Seminar in Imperial Russia
History 542(1). The Russian Revolution
Russian 271. Masterpieces of Russian Literature

COMPARATIVE COURSES:

- Economics 315. International Economic Problems
Economics 324. Comparative Economic Systems
Economics 515. International Economics
Economics 524. Comparative Economic Systems
English 230. English Literature of Black Africa
French 276. Negritude and the "New Novel"
History 392D. Seminar in Imperialism
Intercultural Studies 301. Introduction to Intercultural Studies
Intercultural Studies 302. Approaches to Intercultural Studies
Political Science 523. International Organization

Mathematics

PROFESSORS KLIMCZAK, *Chairman*, STEWART, AND WHITTLESEY;
ASSOCIATE PROFESSOR POLIFERNO; ASSISTANT PROFESSORS GRAFTON,
ROBBINS, AND WALDE; LECTURER BUTCHER

MATHEMATICS MAJOR – Ten courses in Mathematics beyond Mathematics 121, 122, including Mathematics 221, 222, 307, 308, 323, and 324. Mathematics 321, 322 may replace Mathematics 323, 324, depending on the interests of the student. Before election of Mathematics 321 or 323, the student should consult the instructors in these courses. Mathematics 519, 520 may replace Mathematics 307, 308. A grade of at least C– must be attained in the specified courses.

Candidates for Honors in Mathematics must achieve excellence in eight courses in Mathematics, at least four of which must be beyond the 200 level.

101. Finite Mathematics for the Social and Natural Sciences I – The purpose of this course is to introduce students to the basic methods used to analyze mathematical systems of finite size. Such methods are presently applied in the investigation of mathematical models which are used in both the social and the natural sciences. Topics studied will include: sets, functions, analytic geometry, vectors, matrices. Open to all students who have completed two years of high school algebra. – Grafton MWF 9:30

102. Finite Mathematics for the Social and Natural Sciences II – A continuation of Mathematics 101. This course, together with Mathematics 101, will provide a substantial background in finite mathematics. Topics studied will include: linear inequalities, linear programming, combinations and permutations, game theory, and optimization methods such as dynamic programming. Prerequisite: Credit for Mathematics 101 or permission of the instructor. – Grafton MWF 9:30

107. (Economics 107.) Elements of Statistics – A course designed primarily for students in the social and natural sciences. Topics covered will include graphical methods, basic probability, probability functions, sampling, analysis of measurements, correlation and regression. Two years of high school algebra is appropriate background for the course. Students having a mathematical background which includes Mathematics 222 should consider the Mathematics 305, 306 sequence for work in statistics. – Stewart MWF 9:30

109. Probability and Pre-Calculus Mathematics – This course has a dual purpose: (i) to provide an elementary introduction to probability, particularly for students in the social sciences; (ii) to prepare for Mathematics 104 those students whose programs or interests require a less extensive introduction to calculus than Mathematics 121, 122. It will include the following topics: sets; permutations and combinations; the binomial theorem; elementary probability theory; the real number system; functions and their graphs. Not open to students who have received credit by successful performance on the Advanced Placement Examination in Mathematics (see Catalogue section “Advanced Placement for Freshmen”).

Sec. A – Walde MWF 9:30

Sec. B – Robbins MWF 10:30

Sec. C – Poliferno MWF 11:30

109(2) – Poliferno MWF 9:30

110. Calculus – This course is offered for students whose programs or interests require a less extensive introduction to calculus than Mathematics 121, 122. It will include the following topics: limits and continuity; the derivative and some

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applications; the integral and some applications; the Fundamental Theorem. Not open to students who have received credit by successful performance on the Advanced Placement Examination in Mathematics (see Catalogue section "Advanced Placement for Freshmen"). Prerequisite: Credit for Mathematics 109 or permission of the instructor.

Sec. A – Walde MWF 9:30

Sec. C – Poliferno MWF 11:30

Sec. B – Robbins MWF 10:30

121. Analytic Geometry and Calculus I – The real number system; functions and graphs; limits; continuity; derivatives with applications. This course is recommended for students who intend to major in mathematics or science. Not open to students who have received credit by successful performance on the Advanced Placement Examination in Mathematics (see Catalogue section "Advanced Placement for Freshmen"). Enrollment in each section limited to 20.

Sec. A – Robbins MWF 9:30

Sec. D – Grafton MWF 11:30

Sec. B – Butcher MWF 10:30

Sec. E – Stewart MWF 11:30

Sec. C – Walde MWF 10:30

122. Analytic Geometry and Calculus II – Integrals with applications; conic sections; transcendental functions; techniques of integration. Not open to students who have received credit by successful performance on the Advanced Placement Examination in Mathematics (see Catalogue section "Advanced Placement for Freshmen"). Prerequisite: Credit for Mathematics 121 or permission of the instructor. Enrollment in each section limited to 20.

Sec. A – Robbins MWF 9:30

Sec. C – Walde MWF 10:30

Sec. B – Butcher MWF 10:30

Sec. D – Grafton MWF 11:30

203. Introduction to Numerical Calculus I – An elementary course in numerical analysis which provides an introduction to numerical algorithms fundamental to computer work. Includes a discussion of sources, types, and analysis of numerical errors, approximation by polynomials, elements of difference calculus, Newton and LaGrange formulas. In the laboratory portion of the course the student is expected to complete several computational projects which may be taken from his field of special interest. Prerequisite: One course in calculus and Engineering 122, or permission of the instructor. Enrollment limited to 20. – Stewart MWF 10:30

204. Introduction to Numerical Calculus II – A continuation of Mathematics 203. Topics will include numerical differentiation, quadrature formulas, solution of nonlinear equations, solution of simultaneous linear equations. In the laboratory portion of the course the student is expected to complete several computational projects which may be taken from his field of special interest. Prerequisite: Credit for Mathematics 203 or permission of the instructor. Enrollment limited to 20. – Grafton MWF 10:30

210. Mathematics of Investment – Interest, especially compound interest, and how it operates in various types of transactions. Discrete and continuous rates of interest and discount, valuing sums of money at interest, annuities, methods of debt repayment, bonds. Stress on both theory and practice. Prerequisite: Credit for Mathematics 122 or permission of the instructor. Enrollment limited to 20. (Offered in alternate years.) – Butcher MWF 11:30

221. Analytic Geometry and Calculus III – Technique of integration, polar coordinates; parametric equations; improper integrals; indeterminate forms; analytic

geometry of three-dimensional space. Elective for those who have passed Mathematics 122 with a grade of C— or better, or permission of the instructor. Enrollment in each section limited to 20.

Sec. A – Whittlesey MWF 9:30

Sec. C – Robbins MWF 11:30

Sec. B – Poliferno MWF 10:30

222. Analytic Geometry and Calculus IV – Partial differentiation; multiple integrals; infinite series; introduction to differential equations. Prerequisite: Credit for Mathematics 221 or permission of the instructor. Enrollment in each section limited to 20.

Sec. A – Whittlesey MWF 9:30

Sec. C – Robbins MWF 11:30

Sec. B – Poliferno MWF 10:30

[305. Probability] – Discrete and continuous probability, combinatorial analysis, random variables, density and distribution functions, some particular probability distributions including the binomial, Poisson, and normal. Prerequisite: Credit for Mathematics 222 or permission of the instructor. (Offered in alternate years.) – Butcher.

[306. Mathematical Statistics] – The nature of statistical methods, sampling theory, correlation and regression, estimation, testing hypotheses, testing for goodness of fit, small sample distributions, statistical design in experiments. Stress on both theory and application. Prerequisite: Credit for Mathematics 305. (Offered in alternate years.) – Butcher.

307. Modern Algebra – A study of the structure of algebraic systems: groups, rings, integral domains, fields, with careful attention given to the concepts of homomorphism and isomorphism; normal subgroups and quotient groups; ideals and quotient rings; Euclidean rings. Elective for those who have passed Mathematics 222 with a grade of C— or better, or permission of the instructor. Enrollment limited to 20. – Walde TTh 1:15

308. Linear Algebra – The theory of matrices viewed against the background of modern algebra. Systems of linear equations; finite-dimensional vector spaces; basic operations for matrices; determinants; bilinear and quadratic functions and forms; linear transformations on a vector space; canonical representations of a linear transformation; unitary and Euclidean vector spaces. Prerequisite: Credit for Mathematics 307 or permission of the instructor. Enrollment limited to 20. – Walde TTh 1:15

309. Numerical Analysis – Theory, development and evaluation of algorithms for problem-solving by computation. Topics will be chosen from the following: difference calculus; interpolation and approximation; summation; numerical integration and differentiation; solution of: equations, systems of linear equations, difference equations, differential equations; analysis of error. Prerequisite: Credit for Mathematics 222 or permission of the instructor. Enrollment limited to 20. (Offered in alternate years.) – Grafton TTh 7:00 p.m.

321. Advanced Calculus I – Linear differential equations. Introduction to LaPlace transform. Elementary vector analysis. Topics from linear algebra and vector spaces. Elective for those who have passed Mathematics 222 with a grade of C— or better, or permission of the instructor. Enrollment limited to 20. – Klimczak MWF 10:30

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322. Advanced Calculus II – Topics from infinite series, including series solution of differential equations. Fourier series and orthogonal expansions. Curvilinear coordinates. Vector field theory. Prerequisite: Credit for Mathematics 321. Enrollment limited to 20. – Klimczak MWF 10:30

323. Introduction to Analysis I – An introductory course in the fundamental concepts of real analysis. The real number system, convergence of sequences, continuous functions, differentiation, the Riemann integral. Elective for those who have passed Mathematics 222 with a grade of C– or better, or permission of the instructor. Enrollment limited to 20. – Klimczak MW 7:00 p.m.

324. Introduction to Analysis II – Functions of several variables. Limits and continuity, differentiability, curvilinear coordinates, multiple integration, line and surface integrals. Theory of convergence. Infinite series, sequences and series of functions, uniform convergence. Prerequisite: Credit for Mathematics 323. Enrollment limited to 20. – Klimczak MW 7:00 p.m.

401. Functions of a Complex Variable – Algebra of complex numbers, analytic functions and conformal mapping, integrals of analytic functions and Cauchy's theorem, expansion of analytic functions in series, calculus of residues. Elective for those who have passed Mathematics 322 or 324, or by permission of the instructor. Enrollment limited to 20. – Klimczak MWF 11:30

[404. Ordinary Differential Equations] – An introduction to the theory and applications of ordinary differential equations. First and second order linear differential equations, phase plane treatment of nonlinear differential equations, introduction to the techniques of numerical solution. Prerequisite: Mathematics 222, or Mathematics 221 and simultaneous enrollment in Mathematics 222. – Grafton.

[406. Introduction to Algebraic Topology] – Simplicial and singular complexes, their homology and cohomology groups. Homotopy groups. Prerequisite: Mathematics 517 or permission of the instructor. – Whittlesey.

[425. Special Topics] – A course which will be offered from time to time to meet special needs and interests of students majoring in mathematics.

Note: The following graduate courses are open to juniors and seniors whose records have been outstanding. Prerequisite: Permission of the student's major adviser, of the instructor, of the Chairman of the Department, and of the Office of Graduate Studies.

[500(1). Advanced Calculus]

[500A(1). Advanced Calculus I]

[500B. Advanced Calculus II]

501. Introduction to Analysis I – Elective for those who have passed Mathematics 222 with a grade of C– or better, or permission of the instructor. Enrollment limited to 20. – Klimczak MW 7:00 p.m.

502. Introduction to Analysis II – Prerequisite: Mathematics 501. Enrollment limited to 20. – Klimczak MW 7:00 p.m.

[503. Theory of Functions of a Real Variable I]

[504. Theory of Functions of a Real Variable II]

Modern Languages and Literatures/99

- [505. Theory of Probability]
- [506. Mathematical Statistics]
- 507. Theory of Functions of a Complex Variable I – Prerequisite: Mathematics 322 or 324. Enrollment limited to 20. – Whittlesey MW 7:00 p.m.
- 508. Theory of Functions of a Complex Variable II – Prerequisite: Mathematics 507 or its equivalent. Enrollment limited to 20. – Whittlesey MW 7:00 p.m.
- 509. Numerical Analysis – Prerequisite: Mathematics 222 or permission of the instructor. Enrollment limited to 20. – Grafton TTh 7:00 p.m.
- [511. Advanced Numerical Analysis I]
- [512. Advanced Numerical Analysis II]
- [514. Mathematical Logic]
- 517(2). General Topology – Prerequisite: Mathematics 322 or 324 or permission of the instructor. Enrollment limited to 20. – Whittlesey TTh 7:00 p.m.
- [518. Introduction to Algebraic Topology]
- [519. Modern Algebra]
- [520. Linear Algebra]
- [521. Vector Analysis]
- [522. Vector and Tensor Analysis]
- [523. Foundations of Mathematics]
- [525, 526. Topics from Analysis]
- [601. Introduction to Functional Analysis]
- [603. Functional Analysis and Applied Mathematics]

Modern Languages and Literatures

PROFESSORS CAMPO, *Chairman*, ANDRIAN AND WATERMAN;
ASSOCIATE PROFESSORS HANSEN, HOOK, AND KERSON; ASSISTANT
PROFESSORS PRETINA, AND KATZ;
INSTRUCTORS DE\$ROSIERS AND RUSSO

MODERN LANGUAGES AND LITERATURES MAJOR – Two plans for the major in the Department are possible:

1. Ten courses in French, German or Spanish beyond course 111. Students who begin at the level of a 300 course will receive credit for two courses. Such a major in Italian or Russian is also possible by special arrangement. A course in Comparative Literature which includes the literature of the major language, and *either* one course in Linguistics *or* one course in the art, music or history of the

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country of the major language, may also be counted towards the major. Courses 251 and 252, or their equivalent, are required.

Note: The major takes courses from among the following three subject groups: literary periods and/or movements; major authors and works; genres (three courses, one for each major genre: prose, poetry, drama).

2. Six courses in one language and four courses in a second language all beyond the 111 level. A course in Comparative Literature which includes the literatures of both languages may also be counted toward the major. The major is also responsible for a knowledge of literary and cultural relations between the countries of the two languages studied.

Upper level courses are conducted in the original language unless otherwise indicated.

Majors and other serious students of modern languages and literatures are urged if possible to spend their junior year abroad or to enroll either in a program of summer study abroad or in a recognized summer language school in the United States. If this is not feasible, a summer experience requiring the use of foreign language (work abroad, Experiment in International Living, tutoring, foreign language camp counseling), or an extensive program of summer reading is highly recommended. A reading list will be provided by the Department on request.

FRENCH

CHRISTMAS TERM

111. Intensive Introductory Course – Designed to develop basic written and oral skills, as well as the ability to read and understand the language. Four classes plus work in the language laboratory. Limit of 15. 1½ credits. – Desrosiers MWF 11:30; T 9:55–12:35

211. Intermediate French – Intensive readings of various literary and cultural texts serving as a basis for analysis, oral expression and writing, aiming at a good command of the language. Three hours plus one hour laboratory. – Desrosiers MWF 9:30

221. French Life and Culture – Designed to improve oral and written proficiency through the discussion of contemporary writers presenting the French view of the “Ugly American.” Prerequisite: Intermediate French or its equivalent; permission of the instructor. – Waterman MWF 9:30

251. French Literature I: Renaissance and Classical Age – Elective for those who have completed Intermediate French or equivalent. This course is designed to introduce the student to the techniques of literary appreciation through a survey of works of various genres of the Renaissance and Classical Age. – Waterman MWF 11:30

252(1). French Literature II: Modern Literature – This course is designed to introduce the student to 19th and 20th century French writers. Emphasis will be put on the study of the different literary movements of that period. Prerequisite: the equivalent of French 221 or 251. – Desrosiers MWF 10:30

341. Studies in Nineteenth Century Fiction – An analysis of realism and naturalism as exemplified by selected works of Balzac and Zola. Lectures, discussions, reports and papers. – Pretina TTh 9:55

Modern Languages and Literatures/101

351. The Poetic and the Fantastic in Twentieth Century French Literature – This course will study the main trends of literature, emphasizing the new and the imaginative of the modern period. Special attention will be devoted to the major poets, to the surrealist influence and to experimental prose. Works will be drawn from all genres. Writers to be read include: Apollinaire, Breton, Artaud, Eluard, Michaux, Cocteau, Vian, Prévert, Radiguet, Yourcenar and Le Clezio. – Katz TTh 1:10

513. Nineteenth Century Fiction – A study and analysis of realism and naturalism in France in the nineteenth century as exemplified by selected novels of Stendhal, Flaubert, Balzac and Zola. Lectures, discussions, reports and papers. – Pretina W 7:00–10:00 p.m.

515. Twentieth Century Literature: The New Spirit – Katz T 7:00–10:00 p.m.

Note: The following bracketed courses are not offered this year. Content may vary somewhat from year to year.

[275. **The Literature of Negritude: Prose and Poetry**]

[301. **The Literature of the Middle Ages**]

[343. **Stendhal and Flaubert**]

[401. **The Lyrical Mode in 19th Century French Literature**]

GERMAN

CHRISTMAS TERM

111. Elementary German – Designed to develop facility in reading German and a basic ability to understand, speak, and write German. Five class meetings per week, plus required work in the language laboratory, emphasizing pronunciation, grammar, the reading of graded texts, and audio-lingual practice. 1½ course credits. Section limit: 15.

Sec. A – Hook MWF 10:30, TTh 11:20 **Sec. B** – Hansen MTWThF 8:30

211. Intermediate German I – Designed to enable the student to attain proficiency in reading German. Intensive practice with either literary or scientific texts, according to the interests of the student. Rapid review of essential principles of grammar. Prerequisite: German 204 or the equivalent. Section limit: 20. – Hook MWF 11:30

221. German Conversation and Composition I – Designed to develop accuracy and facility in understanding, speaking, and writing German. Prerequisite: the equivalent of German 204 or permission of the instructor. Section limit: 15. – Hansen MWF 9:30

303. The German Novel – A study of major German novels from Grimmshausen to the present time. Prerequisite: German 211 or the equivalent. – Hook TTh 2:40

401. German Independent Study – Reading, reports, and discussion with the instructor of topics to be chosen in consultation with the instructor. Prerequisite: Six courses in German literature, or permission of the instructor. – Staff Hours arranged.

Note: The following bracketed courses are not offered this year. Content may vary somewhat from year to year.

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[305. German Epic Poetry]

[307. The German Drama]

ITALIAN

CHRISTMAS TERM

111. Intensive Introductory Italian – Designed to provide a good knowledge of the grammar, structure and vocabulary of the language and a basic proficiency in conversation and aural comprehension. Since all linguistic skills cannot be fully developed in just a one-semester course, stress will be placed on the mastering of a facility in reading, the other skills to be developed in follow-up courses. This course also proposes, through carefully chosen reading selections and recorded materials, to provide a basic understanding of the customs and mentality of the Italian people. Five hours of classes plus work in the language laboratory. 1½ course credits. – Campo MWF 11:30; TTh 11:20

221. Italian Culture and Civilization – This course is designed to improve facility in oral expression and proficiency in writing through the study of contemporary Italian civilization. Viewing of films and work in the language laboratory will supplement regular class assignments. Prerequisite: Italian 204 or its equivalent. – Russo TTh 11:20

291. Modern Italian Literature in Translation – Literary works of the 19th and 20th centuries which relate to the historical/cultural development of modern Italy, studied for their literary merits but also for what they reflect of the changing national spirit. Authors to be considered: Alfieri, Foscolo, Manzoni, Leopardi, Verga, Fogazzaro, Pirandello, Moravia, Vittorini, Levi, Silone, di Lampedusa, Montale, Quasimodo, Bassani, etc. – Campo TTh 2:40

293. Modern Italian Literature – The same course as Italian 291. Students wishing to apply this course toward a major in the Department of Modern Languages and Literatures will read the works in the original Italian and meet with the professor in supplementary sessions to consider them in the original. – Campo TTh 2:40

Note: Modern Italian Literature (in English or Italian) will complement Professor Painter's course in the History of Modern Italy. Each course carries one course credit but by taking both courses simultaneously and satisfactorily completing additional work a student may gain *three* course credits. Additional work will consist of a research paper, the completion of a supplementary reading list, plus written and oral examinations conducted by the professors of both courses.

Italian and related courses offered in the Fall and Spring Semester Programs of the Trinity College/Rome Campus are as follows:

Italian R111. Introductory Italian

Italian R211. Intermediate Italian

Italian R261. Nineteenth and Twentieth Century Italian Literature

Italian R275. The Contemporary Italian Short Story and Poetry: Techniques in Translation

Italian R217. Italian Cinema of the Post-War Period

Comparative Literature R309. The Italian Libretto as Literature

Comparative Literature R321. Modern Italian Fiction and Its Relation to European and American Literatures

For complete descriptions of the above courses consult the brochure of the Fall and Spring Semester Programs of the Trinity College/Rome Campus obtainable at the Office of Educational Services.

RUSSIAN

CHRISTMAS TERM

111. Introductory Russian – An intensive course designed to develop a basic ability to read, understand, speak, and write Russian. Five hours of classes per week plus required work in the language laboratory, emphasizing pronunciation, grammar, audio-lingual practice, and graded readings. 1½ course credits. Section limit: 15. – Hansen MWF 11:30; TTh 11:20

211. Intermediate Course – A thorough grammar review will be coupled with intensive readings in various styles (literary, historical, journalistic) with a view to broadening the student's vocabulary and accuracy of expression. Prerequisite: one year of college Russian or two to three years on the secondary level. – Russo TTh 2:40

***271. Masterpieces of Russian Literature** – Taught in English with readings in translation, this course will explore the golden age of Russian literature in its wealth of genres and personalities: a poetic novel by Pushkin; short stories of Gogol, Turgenev, Tolstoy and Leskov; a novel by Dostoevsky and a play by Chekhov. (Students wishing to apply this course to a major in the Modern Language Department will give appropriate evidence of work done in the original.) – Russo TTh 2:40

SPANISH

CHRISTMAS TERM

111. Elementary Spanish – An intensive course designed to provide the student with the basic skills of the language. Five hours of classes plus work in the language laboratory. 1½ course credits. – Flores-Jenkins MWF 11:30; TTh 11:20

211. Intermediate Spanish – Elective for those who have had one year of college Spanish, or at least two years of secondary school Spanish. Grammar review, oral and written practice, in addition to wide reading in cultural and literary texts. Work in the language laboratory will supplement the regular class assignments. – Sierra MWF 11:30

221. Literature and Language – Elective for those who have completed Spanish 204 or 211 or 212, or who are credited with three years of Spanish at entrance. This course is designed to improve oral and written proficiency through the reading and analysis of selected texts by famous Spanish and Spanish-American authors. The principal points of grammar and syntax will be thoroughly reviewed, and the language laboratory will be available for listening. – Andrian MWF 10:30

* A tentative offering. See instructor.

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251. Spanish Literature I – Elective for those who have completed Spanish 212, or equivalent, or three to four years of Spanish at entrance. This course introduces the student to the techniques of literary appreciation through a study of works of several genres of the Middle Ages, Renaissance and Golden Age. – Andrian MWF 9:30

321. Spanish Drama of the Golden Age – A survey of the Spanish classical drama, beginning with Juan del Encina and ending with Calderón. – Kerson WF 1:10

363. Themes in Spanish American Literature – Primarily through the essay and novel, a select number of cultural themes will be explored, such as: the contribution of the Spanish colony; the Mexican and Argentinian self-definition; dictatorship as myth and reality; the Caribbean; idealism and pan-Spanish Americanism. – Kerson TTh 1:10–2:25

511. Spanish Drama of the Baroque – A study of the dramatic production of Lope de Vega, Tirso de Molina, Guillén de Castro, Mira de Amescua, Calderón, Ruiz de Alarcón and Moreto, with a consideration of the history of the Spanish theater up to and including the seventeenth century. – Kerson Th 7:00–10:00 p.m.

519. Twentieth Century Novel and Drama – Andrian T 7:00–10:00 p.m.

FRENCH

TRINITY TERM

204. Intensive Intermediate French – This course is designed to prepare the student for a further knowledge of French and to develop accuracy and facility in understanding, speaking and writing French.

Sec. A – Pretina MWF 9:30

Sec. B – Desrosiers MWF 11:30

222. Explication de Textes – This course is designed to train the student in the techniques of literary analysis of the main literary forms through close reading of representative works in French literature. – Desrosiers MWF 9:30

251(2). French Literature I: Renaissance and Classical Age – Elective for those who have completed French 212, or equivalent, or three to four years of French at entrance. This course is designed to introduce the student to the techniques of literary appreciation through a survey of works of various genres of the Renaissance and Classical Age. – Pretina TTh 9:55

252. French Literature II: Modern French Literature – Elective for those who have completed French 212, or equivalent, or three years of French at entrance. This course is designed to introduce the student to modern French literature. – Desrosiers MWF 10:30

276. Negritude and the "New Novel" – A study of the younger writers in French-speaking Africa. Authors read include such as Sembene Ousmane, Beti, Ouologuem, Kourouma and Bély-Quenum. Texts in French and in translation. – Waterman MWF 11:30

312. Humanism, Renaissance and Baroque: the Sixteenth Century – Readings in poetry and prose of the main writers of the century. Special attention will be devoted to the emergence of the lyric and the "love of life" aspect of prose writers. Manners and mannerisms will also be studied. Writers to be considered include: Ronsard, Scève, Du Bellay, Montaigne, Rabelais and Jodelle. – Katz TTh 2:30

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342. Studies in Fiction: the Short Story – The development of this neglected genre from Chateaubriand to Robbe-Grillet. Authors to be read represent Romanticism, Realism, Naturalism and Existentialism, including such writers as Vigny, Stendhal, Mérimée, Balzac, Maupassant, Sartre, Camus and Marguerite Duras. – Waterman TTh 9:55

402. Seminar: Special Topics – Katz TBA

512. Eighteenth Century Theatre: Satire and *Sensibilité* – Waterman W 7:00–10:00 p.m.

514. Twentieth Century Theatre – Pretina Th 7:00–10:00 p.m.

Note: The following bracketed courses are not offered this year. Content may vary somewhat from year to year.

[332. **Theatre of the Eighteenth Century**]

[370. **Proust**]

GERMAN

TRINITY TERM

204. Introductory Readings in German – A continuation of German 111, designed to expand the student's knowledge of German through readings in modern German literature, with treatment of grammar as necessary. Prerequisite: German 111 or the equivalent. Section limit: 15

Sec. A – Hook MWF 10:30

Sec. B – Hansen MWF 8:30

222. German Conversation and Composition II – A continuation of German 221. Prerequisite: German 221 or permission of the instructor. Section limit: 15. – Hook MWF 9:30

304. The German *Novelle* – A study of a number of major *Novellen* by Goethe and representative nineteenth-century writers. Prerequisite: German 211 or the equivalent. – Hansen TTh 2:40

402. German Independent Study – Reading, reports, and discussion with the instructor of topics to be chosen in consultation with the instructor. Prerequisite: Six courses in German literature, or permission of the instructor. – Staff Hours arranged.

Note: The following bracketed courses are not offered this year. Content may vary somewhat from year to year.

[212. **Intermediate German II**]

[306. **The German Lyric**]

[308. **Modern German Literature**]

ITALIAN

TRINITY TERM

204. Introductory Readings in Italian – The course aims at strengthening the student's reading, writing and speaking skills by exposure to contemporary literary

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prose, journalistic writing and the film script. Selected additional readings will be geared to special student interests: opera libretti for music majors, art criticism for Fine Arts majors, etc. – Russo MWF 10:30

262. The Literary Map of Italy – Readings in such authors as Arpino, Cassola, Moravia, Ortese, de Filippo and Sciascia will focus on the characteristic regional flavor of Piedmont, the Veneto, Tuscany, Rome, Naples and Sicily. Prerequisite: Italian 204 or its equivalent. – Russo TTh 11:20

272. Masterpieces of Italian Literature – A survey of the monuments of lyric, epic, dramatic and prose literature from Dante to modern times. Readings and discussions of authors such as Dante, Petrarca, Boccaccio, Macchiavelli, Tasso, Ariosto, Vico, Goldoni, Foscolo and Leopardi will introduce students to the world of Italian literary genius. – Russo TTh 11:20

387(2). Dante, the Classics and Anglo-American Literature – An intensive study of the *Divine Comedy* (in translation); its relation to the writings of classical authors (Vergil, Ovid, etc.); its influence on authors from Chaucer to Eliot. Students wishing to apply this course toward the major in the Department of Modern Languages and Literatures will read the text in the original and meet with the instructor in supplementary sessions to consider the original. – Campo TTh 2:40

Italian and related courses offered in the Fall and Spring Semester Programs of the Trinity College/Rome Campus are as follows:

Italian R111. Introductory Italian

Italian R211. Intermediate Italian

Italian R261. Nineteenth and Twentieth Century Italian Literature

Italian R275. The Contemporary Italian Short Story and Poetry: Techniques in Translation

Italian R217. Italian Cinema of the Post-War Period

Comparative Literature R309. The Italian Libretto as Literature

Comparative Literature R321. Modern Italian Fiction and Its Relation to European and American Literatures

For complete descriptions of the above courses consult the brochure of the Fall and Spring Semester Programs of the Trinity College/Rome Campus obtainable at the Office of Educational Services.

RUSSIAN

TRINITY TERM

204. Advanced Introductory Russian – A continuation of Russian 111, with greater emphasis on the reading and discussion of Russian literature and culture. Prerequisite: Russian 111 or the equivalent. Section limit: 15. – Hansen MWF 11:30

212. Intermediate Course II – A continuation of Russian 211, this course is designed to expand the student's range of understanding and expression by exposure

Modern Languages and Literatures/107

to additional genres and styles (the film script, the memoir, etc.) as special student interests and needs shall suggest. – Russo TTh 2:40

SPANISH

TRINITY TERM

204. Advanced Elementary Spanish – A continuation of Spanish 111, with greater emphasis on readings and discussion of modern Spanish literature. Three hours of classes plus work in the language laboratory. – MWF 11:30

212. Advanced Intermediate Spanish – Elective for those who have completed Spanish 211, or who are credited with two or three years of Spanish at entrance. Intensive readings in literary and cultural texts. – Kerson MWF 11:30

222. Hispanic Civilization and Culture – Same prerequisites as for Spanish 221. Emphasis will continue to be given to the spoken and written language through a study of important trends in Hispanic life. – Andrian MWF 10:30

252. Spanish Literature II – Same prerequisite as for Spanish 251. A study of Spanish literature of the eighteenth, nineteenth and twentieth centuries. – Andrian MWF 9:30

326. Cervantes – A study primarily of *Don Quijote*, although some consideration will be given to the *Novelas ejemplares* and to the *comedias*. Elective for those who have completed Spanish 251 or 252, or with permission of the instructor. – Andrian TTh 9:55

342. The Generation of '98 – A study of selected works by Ganivet, Maeztu, Unamuno, Azorín, Baroja, Valle-Inclán, Machado and Benavente, with a consideration of the historical and ideological background. – Kerson WF 1:10

362. Caribbean Literature in Translation – An analysis of the main works and literary movements of Cuba, the Dominican Republic and Puerto Rico. Among the themes treated will be slavery, independence and regional unity. Does not count toward major in Spanish. – TTh 1:10–2:25

518. Studies in the Generation of '98 – A seminar on the prose fiction of Azorín, Unamuno and Baroja. – Kerson Th 7:00–10:00 p.m.

524. Literature of the Caribbean – T 7:00–10:00 p.m.

LINGUISTICS

TRINITY TERM

101(2). Elementary Linguistics – Introduction to descriptive, historical, and comparative linguistics, and to linguistic geography, with emphasis on the Indo-European language family. Special treatment of the Germanic, Romance, and Slavic branches of Indo-European as demand warrants. Brief study of the main steps in the history of English. – Hook TTh 11:20

Music

PROFESSOR BARBER, *Director of the Program in Music*;

INSTRUCTOR J. REILLY

HARTT COLLEGE OF MUSIC FACULTY OFFERING COURSES AT TRINITY:

PROFESSOR FRANCHETTI; INSTRUCTOR MC LEAN; PROFESSOR WILLHEIM

(Complete faculty listing may be found in the Hartt Bulletin)

The program in Music is shared between Trinity College and Hartt College of Music, University of Hartford, with the employment of both faculties, courses on each campus, and extracurricular activities provided at both institutions. Thus, the student has the unique opportunity of profiting from both the liberal arts offerings of Trinity and the specific offerings in Music provided by one of the country's leading colleges of Music. A number of general Music courses, electives, and core courses of the major are offered on the Trinity campus. Other components of the various concentrations and specialized courses are conducted at Hartt College.

The description below covers most of the information needed by Music majors and the general student. For other programs, advanced courses, additional applied music opportunities, etc., consult the Hartt College of Music Bulletin, copies of which are available at the Registrar's Office and the Austin Arts Center.

THE MUSIC MAJOR—Eleven courses or their equivalents in semester credits. Concentration is offered in Music History, Theory, Composition, or Applied Music. The Music major normally begins in the sophomore year. However, Music 103, 104; 111, 112; and instruction in Applied Music are open to freshmen. The requirements for the major include General Examinations in the senior year.

Music History Concentration: Music 103, 104; TH 126, 127; Music 111, 112 (or two HLM 220–231 courses); three courses in electives; Seminar; and four hours of Applied Music.

Theory Concentration: Music 103, 104; TH 126, 127; TH 136, 137; Music 111, 112 (or two HLM 220–231 courses); one elective; Seminar; and four hours of Applied Music.

Composition Concentration: Music 103, 104; TH 126, 127; TH 136; COM 010, 011; COM 020; Music 111, 112 (or two HLM 220–231 courses); Seminar; and four hours of Applied Music.

Applied Concentration: Music 103, 104; TH 126, 127; Music 111, 112 (or two HLM 220–231 courses); Seminar; 14 hours of Applied Music and Recital.

A keyboard and basic musicianship test will be given before the conclusion of the junior year. Students failing this test will be required to take additional work in these studies before graduation.

Requirements for Honors in Music—Distinction in the average of grades for all music courses and General Examinations, and the satisfactory completion of one of the following projects, depending on the area of concentration: music history essay; essay on topic in music theory; an original composition; or recital with distinction.

Courses with numbers preceded by the letters HLM, TH, and COM, are all offered on the campus of Hartt College of Music; all others are offered at Trinity. Even

numbered courses at Hartt College are offered in the first semester; odd numbered courses in the second semester.

HISTORY AND LITERATURE

Music 111, 112. Introduction to Music Literature – The study of selected masterpieces from the major periods of western music. Introduction to the terminology of music and the techniques of listening. Emphasis on forms and styles. First term: Medieval, Renaissance, and Baroque music. Second term: Classical, Romantic, and Modern music. No previous knowledge of music is required. This course is for the general student and the Music major. Permission. Enrollment limited to 30 per section.

Sec. A – Barber TTh 11:20

Sec. B – Barber TTh 1:15

Music 114. Opera – The study of selected operatic masterpieces from the Romantic and early modern periods. The Italian school with emphasis on Verdi, Weber, and Wagner; examples of French opera; opera after Wagner. Permission. Enrollment limited to 30. Trinity Staff TBA

Music 121. The Origins of Afro-American Music – A description of the origins of Afro-American music from its earliest African beginnings to approximately 1900 with stress upon the development in America from 1619. (The scope of this course and emphasis on periods are subject to modification by the instructor and the class.) Course will include lectures, listening, readings and performance demonstrations. Permission. – McLean Th 7:00 p.m.

HLM 220, 221. Music in Western Culture (I) – First year of a two-year survey of musical thought, forms and styles against a background of European cultural history. First term: Middle Ages to High Renaissance. Second term: Late Renaissance and Baroque music. May be taken by majors in place of Music 111, 112. Open to other students with special permission only. – Rottner Sec. D1 MWF 10:00; Sec. D2 MWF 11:00; Sec. D3 TTh 1:00

HLM 230, 231. Music in Western Culture (II) – First term: Music in the Classic Period. Second term: Romantic music into modern times. Prerequisite HLM 220, 221 or permission. May be taken by majors in place of Music 111, 112. Open to other students with special permission only.

Sec. D1 – Trinity Staff MWF 12:00

Sec. D2 – Mulready TTh 4:30–5:45

Music 234. Russian Nationalists from Glinka to Shostakovich – The rise of nationalism in Russian music as shown in works by Glinka, the “Mighty Five,” early Stravinsky, and examples of music under the Soviets with emphasis on Prokofieff. Prerequisite: Music 112 or permission of the instructor. Enrollment limited to 25. – Barber W 7:00 p.m.

Music 236. The Aesthetics of Music – An historical survey of the role of music within the aesthetic thought of the major philosophers from Plato to the present. Prerequisite: Music 111, 112 or permission. Enrollment limited to 25. – Willheim M 7:00 p.m.

HLM 352(G1). Baroque Seminar: French Music from the Age of Louis XIV to Napoleon I – Instrumental and vocal music of the court, church and theatre; the Rococo; Rameau; Gluck; the rise of opera-comique; music during the Revolution;

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origins of French grand-opera. For graduates and undergraduates with permission. Christmas Term. – Barber W 4:00–6:00

Music 415, 416. Special Studies in Music – Individual and group study and research on a selected topic under the guidance of a member of the music faculty. Permission granted only to qualified students with the approval of the music faculty. – Trinity Staff

Music 417. Senior Seminar in Music History – Required for all Trinity music majors but open to other qualified students with permission. A review of the major periods of music history in relation to the outstanding composers, forms, treatises, sources, bibliography, etc. Permission. – Barber M 7:00 p.m.

HLM 450(G1). Advanced Music Literature: The Viennese School of the Early Twentieth Century – The dissolution of tonality and the rise of the 12-tone system. A study of the music of Schoenberg, Berg, and Webern. Christmas Term. Permission. – Dinerstein M 4:30–6:30

HLM 454, 455. Vocal Literature – A survey of solo voice literature primarily for singers and voice concentrators. The first term will emphasize German lieder. Emphasis in the second term on French art songs and Slavic songs. One-half course credit per term. Permission. – Hartt Staff M 3:00–4:30

HLM 456, 457. Piano Literature – A survey of keyboard music from the sixteenth century to the present. The course traces the main keyboard forms, styles and techniques together with the development of the principal keyboard instruments. One-half course credit per term. – Hartt Staff Th 1:00–2:30

Courses offered in other years:

[Music 214. Church and Choral Music]

[Music 216. Keyboard Music]

[Music 271. Paris in the Early 20th Century: Music and Arts]

[Music 272. Music and Society in 18th Century London]

[Music 312. Modern Music]

[HLM 350. Medieval Seminar]

(For other course offerings in Music History and Literature consult the Hartt College Bulletin.)

THEORY

Music 103, 104. Introduction to Musical Theory and Harmony – The materials of music. Tonal organization from the tetrachord to the Guidonic hexachord; further to the diatonic system in relation to melody and harmony, primary and secondary functions. Extensive four-part writing. Introduction to chromaticism. May be elected by the general student. Required for majors. Permission. Enrollment limited to 25. – Franchetti MWF 2:40

TH 126, 127. Theory-Analysis III, IV – Four-part writing in eighteenth century style. Analysis of the Baroque sonata, suite, and fugue. Study of form determined

by harmony. Analysis of the Classical sonata and the smaller Romantic works. Required for majors. Prerequisite: Music 103, 104. Permission. Enrollment limited to 25.

Sec. D1 – Robinson TTh 8:00; D2 – Dinerstein MWF 10:00; D3 – Diemente MWF 11:00; D4 – Putsche MWF 1:00; D5 – Wason TTh 1:00

TH 136, 137. Theory-Analysis V, VI – The Romantic in relation to the chromatic textural idiom. Extensive analysis and laboratory. The enharmonic (the genesis of serialism), neo-classicism, tonal 12-tonalism; Bartok, Hindemith, and middle Stravinsky. Panoramic survey of the contemporary scene. Prerequisite: TH 126, 127. – Franchetti MWF 1:00

(For information on orchestration, arranging, electronic music, etc., consult the Hartt College Bulletin.)

COMPOSITION

COM 010, 011. First Course Composition – A course designed to stimulate and direct the creative instincts of the student. Writing and adaptation of melody to simple musical forms. One-half course credit per term. Permission.

Sec. D1 – Wason T 2:30–3:45

Sec. D2 – Hoffman Th 1:00–2:15

COM 020, 021. Second Course Composition – Composition as applied to the smaller forms. Consideration of tonal structure. Classical phraseology. For Composition and Theory concentrators. Prerequisite: COM 010, 011 or permission of instructor.

Sec. D1 – Diemente T 1:00–3:00

Sec. D2 – Putsche Th 11:00–1:00

COM 030, 031. Third Course Composition – Romantic phraseology. Extended forms. For Composition and Theory concentrators. Prerequisite: COM 020, 021.

Sec. D1 – Dinerstein TTh 12:00

Sec. D2 – Dinerstein TTh 1:00

(For additional composition courses consult the Hartt College Bulletin.)

APPLIED MUSIC

Credit is given for the study of applied music beyond the elementary level. Normally, students earn course credit for applied music by studying with faculty members of either Hartt College or Trinity College. If a student has exceptional reasons for wishing to earn course credit for study with a teacher not on the faculty of either college, he may present a written petition to the Director of the Program in Music at Trinity. Each petition will be examined on its merits by a Trinity faculty and administration review committee. Students whose petitions are approved will register for the appropriate credit (one or one-half course credit) in Music 325, 326, indicating the appropriate member of the Trinity music faculty as instructor.

Required preparation and a half-hour lesson each week carries one-half course credit per term. Required preparation and a one hour lesson each week carries one course credit per term.

Effective the Christmas Term of 1972–1973, the maximum quantity of applied music credit which students, except Music majors with applied concentration, may

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count toward the B.A. will be four course credits. Majors with applied concentration will be granted one or two more course credits in their specialty (voice or instrument) if such study is necessary for the completion of their concentration or work towards Honors in Music.

Qualified students may apply for academic credit for full participation in approved performance groups at Trinity and Hartt College. With permission of the conductor, one course credit is allowed for a full year's work in the Trinity Concert Choir (Music 321–322) or the Trinity Concert Band (Music 323–324).

Majors with concentration in applied music will devote this study normally to voice or an instrument. Sufficient study should be planned for the senior year in preparation for the recital.

It is expected that Music majors and students taking private lessons for credit will participate in a campus musical organization such as the Concert Choir, the Concert Band, or in a Hartt ensemble.

To enroll for credit in the Applied Music program (solo or group performance), consult the Music faculty. More than one applied music activity may be elected at the same time. However, the maximum allowance is one full course credit per term.

Individual instruction is offered in voice, keyboard (piano, harpsichord, and organ), strings, woodwind, brass and percussion instruments. (For complete listing, see the Hartt College of Music Bulletin).

Fees for private music lessons at Hartt College will be billed by Hartt in addition to the regular tuition charges rendered by Trinity. Such fees will vary from \$100–\$300 for one-half hour lesson, per week, per term, depending on the charges of the instructor.

Philosophy

ASSOCIATE PROFESSORS R. T. LEE, *Chairman*, DELONG, HYLAND* AND BROWN†; INSTRUCTORS STAFFORD AND LERNER

PHILOSOPHY MAJOR – Ten courses in Philosophy, with a grade of at least C– in each, including Philosophy 205 (or 302), 307, 308, and 410.

Honors will be awarded to those students who complete with distinction Philosophy 405–406, or 410, and receive certain grades in major courses.

The courses in the Department of Philosophy are arranged according to various sequences of numbers. The sequences and their descriptions are as follows (the courses given within each numbered group vary from year to year):

201 through 220 – Courses carrying any of these numbers are specifically designed as entry-level courses. No advance preparation or work in philosophy is expected or required. These courses usually satisfy one of the Guideline descriptions.

301 through 320 – Courses in the history of philosophy bear these numbers. Any course at the 300 level may occasionally appear as a Guideline course, but they are recommended as beginning courses only for the more able student, or for the student who has had some previous work in philosophy. Enrollment in courses at the 300 level and above require the permission of the instructor.

* On Sabbatical leave Trinity Term.

† On Sabbatical leave Christmas Term.

321 through 340 – Courses in the philosophy of various disciplines or topics, such as Philosophy of Science and Philosophy of the State.

341 through 360 – Courses dealing with individual philosophers and advanced courses in the history of philosophy.

361 through 380 – Systematic courses, such as Metaphysics and Epistemology.

401 through 420 – Various special studies and seminars, chiefly for majors.

CHRISTMAS TERM

201. Introduction to Philosophy – An introductory treatment of some fundamental problems in philosophy such as the nature and limits of knowledge, the concept of a person, and the relation between the individual and society. Both classical and contemporary authors will be consulted. – Stafford TTh 9:55–11:10

203. Ethics – A critical examination of the major ethical systems as developed historically and including an analysis of recent ethical thought. The study of such problems as the nature of human values, good, right, obligation, happiness, justice and duty. – R. T. Lee TTh 1:15–2:30

204(1). Philosophy and Modern Society: An Introduction – An introduction to philosophy through the study of critical issues that arise in modern society. Topics covered will include women's liberation and the nature of the family, culture and counter-culture, liberalism, revolution and the concept of imperialism. Readings from Sartre, Marcuse, Wolff, Firestone, and R. D. Laing. – Lerner MWF 11:30–12:20

205. Logic – An introduction to deductive logic. After a survey of traditional logic, including a discussion of fallacies and the syllogism, the course concentrates on modern developments: truth functions, quantification theory, and proof theory. Attention will also be given to philosophical problems connected with these developments. – DeLong TTh 9:55–11:10

211. Philosophic Themes in Western Culture – The course will deal primarily with the question "What is Philosophy?" We shall consult the views of some of the great philosophers of the past on this question (Plato, Aristotle, Descartes, Marx) and culminate with the views of three important contemporary thinkers (Husserl, Ayer, and Heidegger). – Hyland MWF 10:30–11:20

212(1)/512(1). Philosophy of Religion – A discussion of some of the philosophical problems that arise out of reflection on religion: the nature of religion and its relation to science, art, and morality; the nature of religious and theological language; the concept of God; the problem of evil; the justification of religious belief. – DeLong Th 7:00–10:00

307/507. History of Philosophy (I) – History of ancient and early Medieval philosophy, concentrating on the Pre-Socratics, Plato, Aristotle, Epicureanism, Stoicism, Neoplatonism, Augustine, and Aquinas. Prerequisites: Philosophy 201 or two half-year courses in philosophy or permission of the instructor. Hyland T 7:00–10:00

314(1). Twentieth Century Philosophical Analysis – An examination of works by major figures in the twentieth century analytical tradition, including Russell, G. E. Moore, Ayer, Wittgenstein, and Quine. These authors will be read for the light

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they can shed on a wide range of traditional philosophical problems. In addition, an attempt will be made to evaluate the analytical approach. Permission of the instructor. – Stafford TTh 2:40–3:55

322(1). The Roots of Modern Political Philosophy – How and why did people come to believe in equality before the law and in private property? How did the ideas of democracy, individualism, anarchism, and socialism emerge as major ideologies? What did Marx have in common with the conservative tradition or with John Stuart Mill? These and other topics will be covered in a course that surveys political philosophy from Hobbes and Locke to Nietzsche and George Bernard Shaw. – Lerner M 1:15–3:55

341. Plato – Being and Time. Through an intensive study of Plato's *Sophist* and *Timaeus*, we shall attempt to understand some of the fundamental questions concerning the relation between what is permanent (being) and what is transitory (becoming, time, or history). Other dialogues will be studied outside of class. Permission of the instructor. – Hyland M 1:15–3:55

350(1). Marx – An introduction to the political and social thought of Karl Marx, with special attention to the relevance of Marx's thought to the modern world. Topics include the Hegelian foundations of Marx's thought, the nature of alienation, the functions of the state, human freedom, the philosophy of history, the family, and the sociology of knowledge. Permission of the instructor. – Lerner WF 1:15–2:30

TRINITY TERM

201(2). Introduction to Philosophy – An introduction to some fundamental problems of philosophy such as the nature of knowledge, the concept of tragedy, the scope of human rights, and the relation of law and morality. The writings of both classical and modern philosophers will be consulted. – Brown TTh 9:55–11:10

202. Introduction to Philosophy: the Concept of Power – An inquiry into the concept of power and the role that power plays in human relations. The relations between men and women, psychiatrist and patient, and the individual and society will be examined as instances of the use and abuse of power. The works of Mill, Engels, Thomas Szasz, Locke, Rousseau, Robert Paul Wolff and Robert Ardrey will be consulted. – Stafford TTh 11:20–12:35

204. Philosophy and Modern Society: An Introduction – An introduction to philosophy through the study of critical issues that arise in modern society. Topics covered will include women's liberation and the nature of the family, culture and counter-culture, liberalism, revolution and the concept of imperialism. Readings from Sartre, Marcuse, Wolff, Firestone, and R. D. Laing. – Lerner MWF 11:30–12:20

302. The Concept of Human Nature – Is there a "human nature"? If so, how is it formed and what affects the ways it manifests itself? Are human beings free? Do human beings have souls? Are there any permanent features of the human situation? These and related questions will be examined from the perspective of what we can learn from the Freudian, Marxist, existentialist, and analytic traditions. – Lerner MWF 10:30–11:20

308. History of Philosophy (II) – The history of modern philosophy from Descartes to the end of the 19th century. Two course credits. Permission of the instructor. – R. T. Lee and Stafford M 7:00–10:00; TTh 1:15–2:30

324. Philosophy of the State – A discussion of selected topics in the theory of the state: the relation of law and civil liberty, the justification of authority, the concept of justice and the morality of war. The nature and value of utopian planning will be studied as a device for formulating a unified theory of the state. Permission of the instructor. – DeLong TTh 2:40–3:55

326. Advanced Logic – An investigation of various methods of logic. Certain related topics in epistemology and the philosophy of mathematics will be considered. Permission of the instructor. – DeLong TTh 9:55–11:10

328. Philosophy of Mathematics – After considering the nature of the axiomatic method, set theory, and some fundamental results of mathematical logic, the course concentrates on a study of logicism, intuitionism, and formalism. Permission of instructor. – DeLong TTh 8:30–9:45

331(2). Problems in the Foundations of Public Policy – (also listed as Urban & Environmental Studies 402). *Problems in the Formulation of Public Policy*. In the context of a particular policy issue, course material will cover the logical complexities in defining “the public interest,” the moral issues involved, and the question of knowing whether a policy choice will in fact work. Prerequisites: For those counting toward Economics or Urban and Environmental Studies, Economics 101 and permission of the instructor, Mr. Dunn; for those counting course toward Philosophy, permission of the instructor. – R. T. Lee M 1:15–3:55

347(2)/547(2). Kant – Primarily a careful reading of the “Critique of Pure Reason” from both critical and historical points of view. Kant’s other writings will also be consulted to assess the relevance of his thought to more recent philosophy. Permission of instructor. – Brown T 7:00–10:00

351(2). Twentieth Century Marxist Thought – This course examines recent philosophical developments in Marxist thought, with special emphasis on the following questions: To what degree has Marxist philosophy been proved wrong or inadequate? Is Marxism compatible with existentialism, human freedom, or an objective approach to ethics or aesthetics? How does Marxist theory affect practice? What changes have occurred in the conception of what socialism will be like? Readings from Lenin, Trotsky, Mao, Gramsci, Lukacs, Habermas, and Marcuse. Permission of the instructor. – Lerner WF 1:15–2:30

361(2)/561(2). Metaphysics – A study of selected fundamental problems: determinism and freedom of the will; the relation of mind and body; the concept of substance; the problem of the status of metaphysical theses. Permission of the instructor. – R. T. Lee Th 7:00–10:00

410. Junior Seminar – Required of all majors, and open only to them. The topic will be determined by the Department in the Fall of 1972 and after consultation with the majors. – Brown TTh 2:40–3:55

Courses given in other years:

[210. Philosophy of Art]

[219. Ethical Relativism]

[301. Pragmatism]

[312. 19th Century Philosophy]

- [321. Philosophy of Law]
- [323. Philosophy of History]
- [325. Philosophy of Language]
- [327. Philosophy of Psychology]
- [342. Hume and Kant]
- [343. Aristotle]
- [344. Hegel]
- [345. Wittgenstein]
- [346. Medieval Philosophy]
- [363. Phenomenology]

Physical Education

PROFESSORS KURTH, *Chairman*, AND DATH; ASSOCIATE PROFESSORS
MC PHEE, SHULTS, D. MILLER, AND SLAUGHTER; ASSISTANT PROFESSORS
DANIELS AND TAYLOR; MR. HAMEL, MR. SFERRO AND MR. GRAF

Physical education courses are available to all full-time students. Courses in physical education are offered on a quarter basis, i.e., two courses a semester, and four courses in an academic year. Academic credit, up to a maximum of one course credit, may be earned at a rate of one-half course credit for successful completion of two quarters of course work. Grades will be given unless the student elects to participate on a pass-fail basis.* Classes will be offered on the same time schedule as all academic classes.

The physical education program is designed to meet individual interests and needs. A variety of activities are available which serve to augment health and physical fitness, develop recreational and leisure time skills, initiate and facilitate functional and aesthetic body movement, impart knowledge in the area of skills performance, game strategy and rules, and an in-depth understanding of sports coaching, recreational leadership, and first aid.

Specific courses include:

<i>I Aquatics</i>	<i>II Racquets</i>	<i>III Physical Development & Body Mechanics</i>
Beginning Swimming	Beg. Squash	Physical Development (men)
Survival Swimming	Adv. Squash	Body Mechanics (women)
Senior Lifesaving	Beg. Tennis	Gymnastics
Water Safety Inst.	Adv. Tennis	
	Badminton	

* The pass-fail option in physical education is permitted in addition to the one permitted for academic courses.

IV Individual and
Combatives

Golf
Bowling
Archery
Wrestling (men)
Fencing
Beg. Karate
Adv. Karate
Beg. Judo
Adv. Judo

V Classroom

Medical Self-help (First Aid)
Coaching Seminar
Recreational Leadership

VI Special

Scuba
Skiing
Sailing
Recreational Rowing

The courses designed as "Special" may require a nominal fee for those who elect them, as well as certain special scheduling arrangements. Attire appropriate to each activity and attendance requirements will be determined by the individual class instructor. Courses, unless otherwise noted, will be offered on a coeducational basis.

Permission to change courses is given a student during the first ten days of the physical education quarter. A student may drop a course during this period without its being entered on his permanent record card. After that time and until the end of the second ten days of the quarter, a student may drop a course and it will be entered on his permanent record as "Drop." *During the remainder of the quarter no student is permitted to drop a course.*

Note: All Physical Education courses earn $\frac{1}{4}$ credit.

101. Beginning Swimming – A course primarily for non-swimmers: water acclimatization, floating, treading water, bobbing; lead-up strokes, human stroke, sculling.

*1, 2, 3, 4 By arrangement (Individual or Group) – McPhee
Slaughter
Millspaugh

102. Survival Swimming – A modification of Red Cross survival swimming course: survival strokes and techniques for survival in the water over great distances or prolonged time. Enrollment in each section limited to 20.

- 1 Sec. A – Slaughter MWF 8:30
- 2 Sec. B – McPhee MWF 8:30
- 3 Sec. C – Millspaugh MWF 8:30

201. Senior Lifesaving – Red Cross course in senior lifesaving: Red Cross certification. Prerequisite: Qualification Test. Enrollment limited in each section to 16.

- 1 Sec. A – McPhee MWF 10:30
- 1 Sec. B – Slaughter TTh 9:55
- 3 Sec. C – McPhee MWF 10:30
- 3 Sec. D – Slaughter TTh 11:20

202. Water Safety Instructor – Red Cross course in water safety instructor: Red Cross certification; primarily practice teaching in Red Cross methods of instruction for all swimming strokes and lifesaving. Prerequisite: A current, valid certification in Senior Lifesaving. Enrollment in each section limited to 16.

- 2 Sec. A – McPhee MWF 10:30
- 2 Sec. B – Slaughter TTh 9:55
- 4 Sec. C – McPhee MWF 10:30
- 4 Sec. D – Slaughter TTh 11:20

*Indicates Quarter.

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121. Physical Development (Men Only) – Designed primarily as work with weights and isotonic exercise; balanced program to strengthen all large muscle groups; strength, endurance, body contour and weight control major objectives. Enrollment in each section limited to 15.

- *1 Sec. A – Hamel MWF 10:30
- 2 Sec. B – Daniels TTh 1:15
- 3 Sec. C – Hamel MWF 10:30
- 4 Sec. D – Daniels MWF 10:30

122. Body Mechanics (Women Only) – Primarily an exercise regimen for figure improvement and control: posture, contour, coordination and strength; isotonic and isometric techniques utilized.

- 1 Sec. A – Hamel TTh 11:20
- 2 Sec. B – Slaughter WF 1:15
- 3 Sec. C – Hamel MWF 11:30
- 4 Sec. D – Millsbaugh MWF 9:30

125. Gymnastics – Introductory course; elementary movement on apparatus and floor exercise; instruction on parallels and uneven parallels, side horse, high bar, balance beam, and trampoline.

- 1 Sec. A – Shults TTh 8:30
- 2 Sec. B – Slaughter MWF 9:30
- 3 Sec. C – Sferro TTh 11:20
- 3 Sec. D – Taylor TTh 9:55
- 4 Sec. E – Shults TTh 8:30

111. Beginning Squash – Basic fundamentals of squash racquets including racquet grip, service, return of serve, court position, basic strokes and elementary strategy. Enrollment in each section limited to 12.

- 1 Sec. A – Dath MWF 9:30
- Sec. B – Shults WF 1:15
- Sec. C – Millsbaugh TTh 9:55
- Sec. D – McPhee TTh 1:15
- 2 Sec. E – Miller MWF 10:30
- Sec. F – Sferro MWF 11:30
- Sec. G – TBA TTh 8:30
- Sec. H – TBA TTh 11:20
- 3 Sec. I – TBA MWF 9:30
- Sec. J – TBA WF 1:15
- Sec. K – TBA TTh 9:55
- Sec. L – TBA TTh 1:15
- 4 Sec. M – TBA MWF 8:30
- Sec. N – TBA MWF 10:30
- Sec. O – TBA MWF 11:30
- Sec. P – TBA TTh 8:30
- Sec. Q – TBA TTh 11:20

211. Advanced Squash – A review of basic skills followed by instruction in advanced shots such as the lob, cross-court, corner shot, drop shot; control of ball and court position emphasized. Prerequisite: P.E. 111 or permission. Enrollment in each section limited to 12.

*Indicates Quarter.

- *1 Sec. A – Dath MWF 10:30
 Sec. B – Shults TTh 8:30
 Sec. C – Miller TTh 11:20
- 2 Sec. D – McPhee MWF 9:30
 Sec. E – TBA WF 1:15
 Sec. F – Sferro TTh 9:55
 Sec. G – TBA TTh 1:15
- 3 Sec. H – TBA MWF 10:30
 Sec. I – TBA MWF 11:30
 Sec. J – TBA TTh 8:30
 Sec. K – TBA TTh 11:20
- 4 Sec. L – TBA MWF 9:30
 Sec. M – TBA WF 1:15
 Sec. N – TBA TTh 9:55
 Sec. O – TBA TTh 1:15

112. Beginning Tennis – Instruction concentrated on fundamentals for forehand stroke, backhand stroke and serve. Playing rules, court etiquette and procedures for singles play emphasized. Enrollment in each section of quarters 1 and 4 limited to 16. During quarters 2 and 3 (indoors), enrollment in each section limited to 6.

- 1 Sec. A – Millspaugh MWF 9:30
 Sec. B – Dath MWF 11:30
 Sec. C – Shults TTh 9:55
- 2 Sec. D – Taylor MWF 10:30
 Sec. E – TBA TTh 8:30
 Sec. F – TBA TTh 11:20
- 3 Sec. G – TBA MWF 9:30
 Sec. H – TBA TTh 9:55
- 4 Sec. I – TBA MWF 11:30
 Sec. J – TBA WF 1:15
 Sec. K – TBA TTh 8:30
 Sec. L – TBA TTh 11:20
 Sec. M – TBA TTh 1:15

212. Advanced Tennis – Review of forehand, backhand, and serve; instruction on volley, lob, and spin serve; emphasis on doubles play and doubles strategy. Prerequisite: P.E. 112 or permission. Enrollment in each section of quarters 1 and 4 limited to 12. During quarters 2 and 3 (indoors), enrollment in each section limited to 8.

- 1 Sec. A – Taylor TTh 11:20
- 2 Sec. B – Shults MWF 9:30
 Sec. C – Dath MWF 11:30
 Sec. D – TBA TTh 9:55
- 3 Sec. E – TBA WF 1:15
 Sec. F – TBA TTh 8:30
 Sec. G – TBA TTh 11:20
- 4 Sec. H – TBA MWF 9:30
 Sec. I – TBA TTh 9:55

113. Badminton – Emphasis upon the fundamentals of the game, including rules, how to set up a court, knowledge of equipment, and basic playing skills. Enrollment in each section limited to 16.

*Indicates Quarter.

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- *1 Sec. A – Hamel TTh 1:15
- 2 Sec. B – Daniels MWF 8:30
- 3 Sec. C – Slaughter MWF 8:30
- Sec. D – Daniels TTh 1:15
- 4 Sec. E – TBA MWF 8:30

131. Golf – Instruction as to grip, stance, and basic swing. Course etiquette, rules, and procedures taught; instruction with each club regarding its special use and technique for its particular shot. Enrollment in each section limited to 16.

- 1 Sec. A – Shults MWF 11:30
- Sec. B – Sferro TTh 11:20
- 4 Sec. C – Dath MWF 9:30
- Sec. D – TBA TTh 9:55

132. Bowling – Individualized instruction for both beginner and experienced bowler; emphasis on fundamentals; grip, approach, release, ball control and accuracy. Enrollment in each section limited to 16.

- 1 Sec. A – Daniels WF 1:15
- 2 Sec. B – Sferro TTh 11:20
- 3 Sec. C – TBA MWF 10:30
- 4 Sec. D – TBA MWF 10:30

133. Archery – Emphasis upon the basic techniques of target shooting, selection and care of equipment, and safety measures. Enrollment in each section limited to 10.

- 1 Sec. A – McPhee MWF 11:30
- 4 Sec. B – Taylor MWF 10:30
- Sec. C – Dath MWF 11:30

134. Wrestling – A basic introduction to the sport of wrestling. Instruction and practice in basic skills of takedowns, escapes, and pinning combinations. Enrollment in each section limited to 20.

- 2 Sec. A – Taylor TBA
- 3 Sec. B – Daniels TBA

136. Beginning Karate – Introduction to the martial art of empty-handed fighting with emphasis on self-defense. Enrollment in each section limited to 20.

- 1 Sec. A – Hamel WF 1:15
- 3 Sec. B – Daniels TTh 1:15

236. Advanced Karate – Added to hand fighting, foot fighting with emphasis on defending against two or more attackers. Prerequisite: P.E. 136 or permission. Enrollment in each section limited to 20.

- 2 Sec. A – Hamel WF 1:15
- 4 Sec. B – Daniels TTh 1:15

137. Beginning Judo – Introduction to the fundamentals of judo; conditioning, falling, throwing, and self-defense. Enrollment in each section limited to 20.

- 1 Sec. A – Hamel TTh 1:15
- 2 Sec. B – Hamel TTh 11:20
- 3 Sec. C – Hamel TTh 9:55
- 4 Sec. D – Hamel TTh 11:20

*Indicates Quarter.

237. Advanced Judo – Concentration on advanced throws; emphasis on application of jujitsu and judo techniques in self-defense. Prerequisite: P.E. 137 or per-

- °1 Sec. A – Hamel TTh 9:55
- 1 Sec. A – Hamel TTh 9:55
- 2 Sec. B – Hamel TTh 1:15
- 3 Sec. C – Hamel TTh 11:20
- 4 Sec. D – Hamel TTh 9:55

141. Scuba – P.A.D.I. certification (Professional Association of Diving Instructors); instruction in all phases of sport diving and the marine sciences; emphasis upon proper and safe use of snorkel, fins, and oxygen tank; nominal fee. Prerequisite: Senior lifesaving plus clearance by college physician. Enrollment in each section limited to 15.

- 2 Sec. A – Slaughter TTh 1:15
- 4 Sec. B – Slaughter TTh 1:15

142. Skiing – Instruction for all levels of skiing proficiency, beginner to expert; conducted at neighboring ski resort by professional instructors; nominal fee. Enrollment limited to 40.

- 3 Sec. A – TBA

144. Recreational Rowing (Novice) – Exposure to practices, systems, and procedures of club rowing; emphasis on terminology and basic small boat rowing technique for recreational rowing purposes. Prerequisite: Minimal level of swimming proficiency. Enrollment in each section limited to 4.

- 1 Sec. A – Graf T 8:30–11:00
- Sec. B – Graf T 1:15–3:45
- Sec. C – Graf W 8:30–11:00
- Sec. D – Graf W 1:15–3:45

151. Medical Self-Help (First Aid) – Combines the best of First Aid and the program of self-help; instruction by movies and lectures, practical work in lab sessions. Enrollment in each section limited to 20.

- 1 Sec. A – Hamel MWF 10:30
- 3 Sec. B – Hamel MWF 10:30

152. Coaching Seminar – Primarily for students who anticipate the possibility of coaching football in private school: in-depth study of football fundamentals, basic offense and defense, staff organization, practice planning, and special teaching techniques. Enrollment in each section limited to 10.

- 4 Sec. A – Miller TTh 11:20

153. Recreational Leadership – A survey of current recreational theories with practical implication given to both administrative detail and actual recreational activities. Major emphasis given to group-oriented approaches to recreation. Enrollment in each section limited to 10.

- 4 Sec. A – Sferro T 1:15–3:00

Physical Sciences

PHYSICAL SCIENCES MAJOR – (Suggested for those who are preparing to teach science in the secondary schools); eight courses chosen from the 300- and 400-level

°Indicates Quarter.

offerings in the Departments of Biology, Chemistry, Engineering, Mathematics, and Physics including at least three courses in one of the departments and two courses in another.

A student desiring acceptance as a Physical Sciences major must secure the approval of the Chairmen of the Departments in which a majority of the work is to be completed. Students desiring a Physical Sciences major must complete the laboratory portion (if any) of those courses, required or elective, used to satisfy the major requirements.

Physics and Astronomy

ASSOCIATE PROFESSOR C. MILLER, *Chairman*; PROFESSOR LINDSAY;
ASSOCIATE PROFESSOR HOWARD; ASSISTANT PROFESSORS PICKER AND
FRANKEL; INSTRUCTOR GREGORY

COURSE LEVELS – Physics 121–2 and 221–2 are courses designed as preparation for students who are planning on majoring in physics or other physical sciences. They make use of the calculus and require concurrent registration in appropriate mathematics courses.

The other courses at the 100 and 200 level are for students who are not planning on advanced work in physics. They do not have mathematics prerequisites. Not all of these courses are taught every year.

The courses at the 300 and 400 level form the advanced work for the Physics major. They are also available for students in the other sciences. They may be taken in any order, though it is recommended that Physics 401 be taken as early as possible. Not all of these courses are taught every year.

PHYSICS MAJOR – Five courses must be taken at the 300 level or above, one of which must be Physics 309. Grades of C– or better must be obtained in them. Outside the Department the student must also take Mathematics 221 and 222. It is strongly recommended that students preparing for graduate study in physics take three additional courses in physics at the 300 level or above, at least one year of mathematics at the 300 level or above, and Chemistry 111.

101. Principles of Physics I – An introduction to the conceptual tools of physics, intended as a general foundation upon which the student can build in pursuing his particular interests in subsequent courses. Momentum and energy, the conserved quantities which characterize motion at both microscopic and macroscopic levels. Force and the intuitive ideas about motion formalized by Newtonian mechanics. The domain of validity of the Newtonian picture. A brief discussion of electricity and magnetism. Special relativity and the counterintuitive revisions it forces upon our way of thinking. Other topics of particular interest as time permits. Lectures and laboratory.

Sec. A – Picker MWF 10:30,
Lab. TBA

Sec. C – Howard MWF 10:30,
Lab. TBA

Sec. B – Howard MWF 11:30,
Lab. TBA

102. Principles of Physics II – A discussion of various aspects of modern physics, unified by the general principles introduced in Physics 101. The atomicity of matter, charge, and radiation. Probabilistic ideas in physics: the statistical principles of the classical description of matter and the radical revision of these statistical principles.

ples introduced by the quantum theory. Topics of current interest, e.g., the operation of the laser. Lectures and laboratory.

Sec. A – Howard MWF 10:30,
Lab. TBA

Sec. B – Picker MWF 11:30,
Lab. TBA

104. Environmental Physics – A study of the physical properties of the atmosphere, the ocean, and the earth, as well as a discussion of the pollution problems relating to these media. The relationship between the physics of our environment and the fundamental laws of physics (such as the conservation laws) will be stressed. – Lindsay MWF 10:30

121. General Physics I – A study of categories of description of matter ranging from elementary particles to astronomical systems. Invariance principles and conservation laws including special relativity. Dynamics of single particles. Three classroom periods and one laboratory period. Prerequisite: Mathematics 121 or concurrent registration.

Sec. A – Lindsay MWF 8:30,
Lab. TBA

Sec. B – Frankel MWF 10:30,
Lab. TBA

122. General Physics II – A continuation of Physics 121 with a detailed investigation of the dynamics of single particles and of many particle systems including rotations, oscillations and waves. Both classical and quantum behavior are discussed. Introduction to electric and magnetic fields. Three classroom periods and one laboratory period. Prerequisite: Mathematics 122 or concurrent registration, Physics 121 or permission of instructor.

Sec. A – C. Miller MWF 8:30, Lab. TBA **Sec. B** – Gregory MWF 10:30,
Lab. TBA

221. General Physics III – The study of electromagnetism and optics with emphasis on the field approach. Three classroom periods and one laboratory period. Prerequisites: Physics 121 and 122 with grades of C– in each or permission of instructor. Mathematics 221 or concurrent registration. – Gregory MWF 9:30, Lab. TBA

222. General Physics IV – The atomic and nuclear phenomena of modern physics studied from the viewpoint of quantum mechanics. An introduction to the formalism of quantum mechanics. Three classroom periods and one laboratory period. Prerequisites: Physics 221, Mathematics 221. – TBA MWF 9:30, Lab. TBA

301. Classical Mechanics – Following an introduction to differential equations, vectors, and matrices, some of the representative problems in Newtonian particle mechanics are treated. The Lagrangian equations of motion are developed and applied. Subsequent topics include the formulation of the central force problem and its application to planetary motion and scattering; the dynamics of rigid body motion; and wave propagation in a one dimensional elastic medium. Prerequisites: Physics 121, 122, 221 and Math 222. It is recommended that Physics 401 be taken concurrently. – Lindsay MW 5:00–6:15

302(1). Electrodynamics – A study of the unified description of electromagnetic phenomena provided by Maxwell's equations in differential form. The scalar and vector potentials. Multipole expansions. Electromagnetic radiation from accelerated charges. Propagation and scattering of electromagnetic waves. Relativity and electromagnetism. Topics of current interest, e.g., an introduction to plasma physics, as time permits. Prerequisites: Physics 221. Although not a prerequisite an ac-

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quaintance with the material covered in Physics 401 will facilitate the student's progress in this course. – Picker TTh 7:00–8:15

303. Quantum Mechanics – The physical basis and analytical structure of quantum mechanics. The material will be based mainly on applications of Schrodinger's equation, including approximate methods of solution, and some use of matrix methods. Prerequisite: Physics 222. –TBA TTh 5:00–6:15

304. Statistical Physics – A rigorous development of statistical mechanics, thermodynamics and transport theory based on quantum mechanics. Application to classical and quantum ideal gases, phase transitions and quantum liquids. Prerequisite: Physics 222. – Picker TTh 5:00–6:15

309–310. Advanced Laboratory – Selected experiments in modern physics. Principally aimed at giving experience in current laboratory techniques and preparation for possible future research. One course credit for full year participation. Prerequisite: Physics 222. – Gregory TBA

401. Mathematical Physics – Special topics in mathematical methods of physics. The topics are selected to meet the needs and interests of the students. Typical ones might be: matrix methods and eigenvalue problems, Fourier analysis, ordinary and partial differential equations, approximation methods. The course is designed to provide the analytical background for other advanced physics courses. Prerequisites: Physics 221, Mathematics 221. – C. Miller MWF 9:30

403(2). Nuclear Physics – The physics of the nucleus: Topics to be considered include internucleon forces and meson theory, the structure of nuclei, the static and dynamic properties of nuclear states, the formation of nuclear states via reaction mechanisms, the modes of nuclear disintegration and de-excitation, nuclear models, and experimental techniques in nuclear spectroscopy. Prerequisite: Physics 222. – Howard MWF 9:30

404. Advanced Seminar – A course in which individual students participate by presenting oral reports with emphasis on topics related to matters of current interest in physics. Prerequisite: Permission of instructor. – Staff TBA

409. Undergraduate Research Participation – Individual experimental or theoretical research project under the direction of a staff member. Prerequisite: Permission of the instructor. – Staff

410. Same as Physics 409.

500. Fundamental Principles of Physics – Lindsay MW 5:00–6:15

501. Classical Mechanics – Lindsay MW 5:00–6:15

502. Classical Mechanics – TBA MW 5:00–6:15

503. Electrodynamics – Picker TTh 7:00–8:15

508. Statistical Physics – Picker TTh 5:00–6:15

513. Quantum Mechanics – TBA TTh 5:00–6:15

519(2). Solid State Physics – Gregory TTh 7:00–8:15

Undergraduate Courses offered in other years.

ASTRONOMY

[101. **Elementary Astronomy**] – An introductory survey of the astronomical universe and the methods used by astronomers to study its physical nature. The earth, moon, planets, comets, meteors, astronomical instruments, time and Newtonian mechanics are considered. Lectures and one laboratory period.

[102. **Elementary Astronomy (Continued)**] – The survey continues with the study of stellar distances, motions, masses and atmospheres; the sun, variable stars, star clusters, interstellar media, the Milky Way; structure and energy of the stars, stellar evolution, galaxies and cosmology. Lectures and one laboratory period. Prerequisite: Astronomy 101.

[103. **Stars and Galaxies**] – This is a course in introductory astrophysics from the astronomer's point of view. It will present the methods used to determine the distances and dimensions of stars, nebulae, and galaxies. On the basis of atomic structure, the method of discovering the constitution of the stars will be outlined. A brief, non-mathematical excursion into the principles of atomic physics and of optics will be followed by an explanation of the physical processes at work in the interiors and exteriors of stars. The evolution of stars, production of nova and of supernovae, the interstellar medium, quasars, and pulsars will be discussed. In addition, the present state of extra-galactic research will be reviewed.

PHYSICS

[106. **Astrophysics**] – This course describes the physical behavior of the universe. Topics to be considered include the evolution of the universe and constituent entities, stellar energy sources, and current studies involving our own galaxy. The course is intended for non-science majors.

[111. **Frontiers of Physics**] – A course for non-science majors which will deal with some of the important as well as interesting developments in contemporary physics. Exemplary topics to be considered are gravitational waves and the search for the graviton; quarks and the elementary particles; the status of time reversal in current physical theories; pulsars, quasars, and cosmogony; controlled fusion research. The development will be carried out with a minimum of mathematics and at a pre-calculus level.

[207. **Physics and Biology of Vision**] – This course will study the complete system involved in seeing. This includes the nature of light, the optical properties of the eye, its physiological structure, photo-chemical interactions, biochemical and metabolic pathways, synaptic and neuronal transmission and signals, information processing in the retina and central nervous system, their relation to the psychological aspects of seeing.

[306. **Atomic Physics**] – The physics of the atom: Topics to be considered include the structure of multi-electron atoms, the static and dynamic properties of atomic states, the atomic spin orbit interaction, origins of fine and hyperfine structure, and atomic transition probabilities. Prerequisite: Physics 222.

[402. **Theoretical Seminar**] – Special topics in mathematical physics. Prerequisite: Physics 401.

[412. **Biophysics**] – Development and application of some concepts and theories of contemporary physics to examples from biology. The aim of the course will be to see how fundamental physics manifests itself in biology, not to analyze particular biological systems in depth. A sample list of topics might include energy, entropy, equilibrium in closed and open systems, order and structure, atomic and quantum phenomena. The student should have some background in college physics and chemistry.

Political Science

PROFESSORS HENDEL, *Chairman*, AND NEAVERSON; ASSOCIATE PROFESSORS GASTMANN AND MC KEE; INSTRUCTORS JACOBSON AND T. REILLY

POLITICAL SCIENCE MAJOR – Ten courses in the Department and one of the following: Economics 101, Sociology 101, or a Statistics course approved by the Department.

Majors must take Political Science 101 or 102 and 201 or 204; one of the following: 304, 319, or 320; one senior seminar.

The Department will organize at least two colloquia dealing with significant political science questions each semester. The discussions will be led by faculty or students. All department majors will be expected to attend.

Honors Candidates – Students with a college average of B or higher may, with approval of the Department, become candidates for Honors. Honors candidates must present a thesis on a subject approved by the Department and take a general departmental examination.

Special Requests – Students involved in exchange programs who wish “major” credit for work at another college, or a normal requirement waived, or a course substituted, should submit to the Department Chairman requests in writing with full details and rationale. Students who are permitted a substantial waiver of normal requirements may be required to take the general departmental examination.

101, 101(2). Introduction to Politics – The scope and methods of political science; a systematic study of fundamental political concepts. The theory of governmental institutions. The application of the above to contemporary problems and controversies. Enrollment in each section limited to 35.

Christmas Term

Sec. A – Neaverson TTh 9:55

Sec. B – Gastmann TTh 11:20

Trinity Term

Neaverson TTh 1:15

102(1), 102. American National Government – An examination of the institutions, processes, values and problems of American government and democracy. Included are constitutional foundations, federalism, political parties, Congress, the presidency, the judiciary, national administration, and basic issues of American government and democracy. Enrollment in each section limited to 35.

Christmas Term

Hendel TTh 9:55

Trinity Term

Sec. A – Reilly MWF 11:30

Sec. B – Jacobson WF 1:15

201(2). International Politics – Basic factors in international relations: the nature of nationalism, imperialism, and colonialism; evolution of the modern national state system; contemporary sources of international tension. Special emphasis upon the

operation of these factors in Asia, Africa, and Latin America. Prerequisite: Political Science 101 for freshmen and sophomores. Enrollment limited to 30. Trinity Term.
– Gastmann TTh 11:20

204. Comparative Politics – Emphasis on the government and politics of France, Germany, and the United Kingdom. The course will focus on questions of governmental stability, political responsibility, and effectiveness in an environment of rapid social, political, and economic change. Enrollment limited to 30. Trinity Term. – Gastmann TTh 2:40

301. American Political Parties – An historical and functional analysis of American political parties, including a study of interest groups, public opinion, electoral devices, political leaders, and proposals for the reorganization of the existing party structure. Enrollment limited to 30. Christmas Term. – Jacobson MWF 9:30

[302. American State and Local Government] – The structure and operation of state governments and of urban and rural local governments; a survey of state and local services and an analysis of the relationships between governmental units in the American Federal System. (Not given in 1972–73)

[304. American Political Thought] – A study of the development of American political thought; the Colonial Period; the Revolution; Jeffersonian Democracy; Jacksonian Democracy; the defense of Slave society; Social Darwinism; the Agrarian and Progressive reform movements; current theories of conservatism, liberalism, the Left, Black Power; social science as political theory. (Not given 1972–73. To be given 1973–74)

[305. International Organization] – A study of the historical bases for international organizations, analysis of the factors influencing their development, and an examination of their contemporary role. Special emphasis upon the United Nations system and developments in regional organizations. Prerequisite: Political Science 201 or permission of the instructor. (Not given 1972–73)

306. The Philosophy and Methodology of Empirical Political Science – An examination of the philosophy and methodology of modern empirical political science: philosophy of science; the formulation of concepts, hypotheses, and theories; methodological techniques. Prerequisites: Political Science 101 and at least one other Political Science course or permission of the instructor. Enrollment limited to 20. Trinity Term. – Reilly Th 7:00 p.m.

307. Constitutional Law: The Federal System and Separation of Powers – An analysis of leading Supreme Court decisions dealing with the use of and curbs upon federal power to enact economic and social legislation with special attention to urban and environmental issues. Resolution of conflicts engendered by the federal system and separation of powers will also be studied. Enrollment limited to 30. Christmas Term. – McKee MWF 10:30

[308. The Soviet Union in Theory and Practice] – Philosophical and historical background of the Bolshevik Revolution; the crushing of opposition and the role of terror; the nature, achievements, failures, problems and challenges of the Soviet political, economic and social systems. Prerequisite: Political Science 101, 102, 204 or permission of the instructor. (Not given 1972–73. To be given 1973–74)

[309. Congress and the Legislative Process] – A study of politics and party formation in the American Congress. The course includes investigation into the process

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of congressional improvement and organization, decision making and leadership, and will explore the operation of the legislative party. Special emphasis is placed upon the problems of the representative assembly in the twentieth century. Prerequisite: Political Science 102 or permission of the instructor. (Not given 1972-73. To be given 1973-74)

[310. **Government and Politics of Asia**] – An examination of the political institutions and problems of the principal countries of Asia, with particular attention to contemporary domestic and foreign policies of China, Japan, India, Pakistan, and Indonesia. Prerequisite: A course in Political Science or permission of the instructor. (Not given 1972-73)

[311. **Administration and Public Policy**] – An introduction to the study of bureaucracy in American government and the political setting of public administration. The administrative process is viewed in its relationship to both organizational structure and the social-cultural environment, and theories of formal and informal organization will be examined with the aim of studying group behavior in administrative agencies. Prerequisite: Political Science 102 or permission of the instructor. (Not given 1972-73)

312. (U-E 312). **Urban Politics** – Emphasis will be upon the politics of environmental decision-making. The following questions will be raised: What is the nature of the political system of the core city and how does this system relate to the political systems of national, state, and sub-local organizations? What political resources are available for attacking environmental problems? What are the relationships between partisan politics and environmental decision-making? Is it possible to develop alternative models for implementing environmental policies? Enrollment limited to 30. Trinity Term. – McKee MWF 10:30

313(2). **International Law** – The nature and sources of the law of nations; jurisdiction of states over territories and persons; questions of recognition; the law of treaties; the peaceful settlement of disputes. Recent trends in the development of a system of international law. Prerequisite: Political Science 201 or permission of the instructor. Enrollment limited to 20. Trinity Term. – Gastmann T 7:00 p.m.

314. **Elections and Voting Behavior** – The course will cover the theory and practice of voting in Western democratic societies. Among the topics covered will be the impact of electoral systems, sociological and psychological explanations of voting behavior, and the meaning of the vote for the voter and for the political system in which he participates. Enrollment limited to 30. Trinity Term. – Jacobson MWF 9:30

315. **American Foreign Policy** – An examination of the principles of American foreign relations since the beginning of the twentieth century with particular emphasis on the post-World War II period. The course will also include a survey of the major factors that enter into the formation of American foreign policy. Prerequisite: Political Science 201 or permission of the instructor. Enrollment limited to 30. Christmas Term. – Reilly MWF 8:30

[316. **Constitutional Law: Individual Liberties and Civil Rights**] – An analysis of leading Supreme Court decisions under the Bill of Rights and its extension as curbs on the exercise of state power with particular emphasis on the intellectual freedoms, due process of law, and equal protection of the laws. (Not given 1972-73. To be given 1973-74)

- 317. Government and Politics in Latin America** – An analysis of the political systems of contemporary Latin America, and an examination of the relationship of the political process to the social structure and national diversity. Also the relation of nationalist aspirations to international pressures will be studied. Prerequisite: Political Science 204 or permission of the instructor. Enrollment limited to 30. Christmas Term. – Gastmann TTh 2:40
- 318. Contemporary Sub-Saharan Africa** – A study of the social, political, economic and cultural factors affecting the status of contemporary Sub-Saharan African societies. The post-colonial period will be emphasized. Topics will include: the rise of African nationalism, problems of development, the incorporation of socialist principles into economic planning in many African countries, Africa and the Sino-Soviet bloc, and “Africa in the 1970’s.” Enrollment limited to 30. Trinity Term. – Reilly MWF 8:30
- 319(2). Democratic Theory and its Critics** – An analysis of the assumptions and values of traditional Western liberal democratic theory as seen by critics with the perceptions and perspectives of nineteenth and twentieth century industrial society: Marx and post-Marxist socialism; political elitism; mass democracy; current conservative and radical political ideas. Prerequisite: Political Science 101 or permission of the instructor. Enrollment limited to 30. Trinity Term. – Neaverson TTh 9:55
- [320. History of Political Thought: Machiavelli to Burke]** – A study of political thought in the sixteenth, seventeenth and eighteenth centuries emphasizing the political, social, and religious struggles of the period. Of major concern will be developments in the theory and practice of constitutional restraints, individual liberty, the grounds of political obligation, and the beginnings of modern systematic political analysis. Prerequisite: Political Science 101 or permission of the instructor. (Not given 1972–73)
- 322. Government and Politics of India and Pakistan** – A comparative political and legal survey of the adaptation and superimposition of modern political institutions on traditional social structures. The course will focus on post-independence structures and policies and the relationships between the countries. Enrollment limited to 30. Trinity Term. – Nayak TTh 2:35 p.m.
- 324. (U-E 107 (2)). Transportation and Public Policy** – The course will study: (1) The economic, political and social consequences of public policies in urban and interurban mass transportation by road, rail and air (including airport development). (2) How Congress, government regulatory and promotional agencies, and private associations affect public policy formulation and development. (3) Possible alternative models and strategies by means of which an acceptable national transportation policy might be constructed. – Trinity Term. – Neaverson TTh 11:20
- 334. (U-E 302). Junior Internship Seminar** – An examination of bureaus in a democratic society and the role of the individual in the organization. Both the internal relationships within a bureau and the external relations of the bureau with its clients, funding sources and legal control will be examined. Permission of the instructor. (Will count towards a major in Political Science.) Trinity Term. – Gold Th 7:00 p.m.
- [401. Seminar: International Relations]** (Not given 1972–73)
- 402(1). Seminar: American Government** – Political Decision Making. Enrollment limited to 12. Christmas Term. – Jacobson M 1:15

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402. Seminar: American Government – Frontier Issues of American Politics. Enrollment limited to 12. Trinity Term. – Hendel M 1:15

[403, 403(2). Seminar: International Relations] – American Foreign Policy. (Not given 1972–73)

404(1). Seminar: Comparative Politics – Political Leadership. Enrollment limited to 12. Christmas Term. – Reilly M 1:15

[405(2). Seminar: Political Theory] (Not given 1972–73)

406. Seminar: Topics in American Government – Enrollment limited to 12. Trinity Term. – McKee M 1:15

480. Independent Study – Individual research and reading under the guidance of a department member. Prerequisite: Permission of the instructor. – Staff: Hours by arrangement.

499. Tutorial in Government – Required of all candidates for Honors in Political Science. Preparation of a thesis on a subject approved by the Department. – Staff

Note: The following graduate courses except 501, 621, 621(2), and 651–652 are open to juniors and seniors whose records have been outstanding. Prerequisite: Permission of the student's major adviser, of the instructor, and of the Office of Graduate Studies.

501. Introduction to Political Science – Christmas Term. – Neaverson M 6:00 p.m.

502(1). American National Government – Christmas Term. – Hendel W 7:00 p.m.

506. The Politics of Confrontation – Trinity Term. – Hendel W 7:00 p.m.

507. Constitutional Law: The Federal System and Separation of Powers – Christmas Term. – McKee M 6:00 p.m.

511(2). Public Administration – Trinity Term. – McKee T 7:00 p.m.

513(2). American Political Parties – Trinity Term. – Jacobson M 7:00 p.m.

517. Government and Politics of Latin America – Christmas Term. – Gastmann T 7:00 p.m.

522. International Law – Trinity Term. – Gastmann T 7:00 p.m.

523. International Organization – Christmas Term. – Reilly Th 7:00 p.m.

526. The Philosophy and Methodology of Empirical Political Science – Trinity Term. – Reilly Th 7:00 p.m.

621, 621(2). Independent Study – Individual research on a selected topic under the guidance of a department member. Permission granted to specially qualified candidates only. Not a substitute for the thesis course. May be taken once only. – Staff

651–652. Thesis – Conference hours by appointment. Six semester hours. Investigation and report of an original research project. – Staff

Psychology

PROFESSOR DOTEN, *Chairman*; ASSOCIATE PROFESSORS HIGGINS, WINER*, AND HABERLANDT; ASSISTANT PROFESSORS LEE, TOOMEY AND MACE; INSTRUCTOR FINK

PSYCHOLOGY MAJOR B.A. OR B.S. – Eight semester courses in psychology and an in depth study project. This requirement may be satisfied by an Open Semester, independent study, Psychology 491 or within a specific course if such project exceeds the scope of the course.

Students who expect to go to graduate school in psychology are strongly urged to take Psychology 101, 152, 161, 211, 491.

101, 101(2). Introduction to General Psychology – A scientific study of the behavior and experience of the normal human adult. Limit 100. – Doten TTh 9:55

152. Experimental Psychology II – Psychology of learning and motivation. Reviews the major operations used in the experimental study of learning, i.e., classical and instrumental conditioning, and verbal learning. Discusses theories of behavioral change through reinforcement and examines research in motivation. In the laboratory, students will have an opportunity to acquaint themselves with several learning phenomena illustrated in a Skinner box situation and in verbal learning studies. Three lectures and one lab period per week. Limit 48. – Haberlandt MWF 9:30

Lab. Sec. A – M 1:15

Lab. Sec. B – W 1:15

155. Introduction to Social Psychology – Deals with human behavior in social situations, studies interaction of individuals in groups, and such topics as affiliation, aggression, and conformity. The course also covers current theories of social behavior. – Haberlandt MWF 9:30

[161. Experimental Psychology I. Sensation and Perception] – An intensive study of the principles, experimental methods, and research data in these areas of psychology. Three lectures and one laboratory period. – Winer

211, 211(2). Psychological Data Evaluation – An introduction into problems of psychological data evaluation providing consideration of descriptive techniques, including measures of central tendency, variability, and correlation. Problems will deal with hypothesis testing; group comparisons; frequency comparisons; simple analysis of variance. Limit 75. – Doten MWF 1:15

[213. Human Factors Psychology] – A review of psychological problems involved in selection, training, work methods and procedure analyses, man-machine interactions, for optimizing human performance in various work environments. – Doten

[221. Introduction to Personality] – A survey of contemporary personality theories; psychoanalytic, organismic, existential, and others.

226(1), 226. Treatment of the Problem Child – A study of psychological services and practices in psychoeducational programs for children. Special attention paid to children with problems in underachievement, speech and language disorders and disturbed school patterns. Course will include theoretical considerations in the prac-

* Sabbatical leave academic year 1972-73.

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tice of psychotherapy with children and crisis intervention programs for the disadvantaged child.

235, 235(2). Personality – The course will examine the major theories of personality including those of Freud, Rogers, Dollard and Miller, the trait theorists, and the behaviorists. Various assessment approaches such as psychometrics, projective tests, and behavior observation will also be discussed. A number of specific topics will be examined, along with the research results and methodology pertaining to them. These topics may include identification, heredity and biological factors, sex-typing, conscience and self-control, achievement motivation, and psychological defensiveness. – Fink TTh 8:30–9:45

236(1), 236. Adolescent Psychology – The course will deal with the physical, personality, social, and cognitive changes that accompany the adolescent years. Emphasis will be placed on more applied topics including the adolescent and the American school system, alienation, peer-pressure and conformity, delinquency, and value-development. An effort will be made to involve present adolescents in a few of the class sessions. In addition, class members will conduct a comprehensive interview with an adolescent of their choosing. – Fink MWF 9:30–10:20

242. Studies in Psychopathology – An overview course in introductory psychopathology. Basic human development relevant to psychopathology, theoretical and clinical discussion of some “disorders” and discussion of diagnosis and therapy are presented in a unified view. The course stresses the similarity between “pathological” and “normal” behavior and examines the limitations of modern psychology’s approach to the topics. – Higgins WF 2:35–3:50

251. Psychology of Memory – Attempts to answer the question, how do we remember. Discusses research about assumed chemical basis of memory, memory span, selective memory, and motivated forgetting (e.g., Freud). Covers psychological theories of memory and cognitive structures. – Haberlandt MWF 10:30

[261. Physiological Foundation of Behavior] – An introduction to the basic areas and principles of physiological psychology including neurophysiology, motivation, psychochemistry, emotion, sleep, and brain functioning in animal and human learning. Laboratory will provide opportunity for acquiring some of the techniques employed in research in the area. – Winer

272. Interpersonal Communication and Relationships – The course involves a study of the dynamics of human interpersonal relationships between individuals and within groups with patterns of communication serving as the primary focus. One lecture is given each week to the entire class, and student teaching assistants meet with small groups of students weekly for discussion and further exploration of areas related to the course readings and lectures. Among areas covered in the course are the nature of human communication and relationships, cultural, social and environmental influences, developmental communication and relationships, relationship patterns (love, sex, friendship, family, etc.), pathological communication, communication and relationships as growth and therapy, and mass, societal, and international communication. No prerequisite. – R. Lee TTh 1:15–2:30

291.* Experimental Child Psychology – Study in research and theories current in developmental psychology. Psychology 101 or permission of instructor required. – Mace MWF 9:30

* Psychology 291 is a replacement for Psychology 201.

[313. **Computer Application and Systems Research**] – A study of computer models relevant to psychology. Emphasis in the course is upon the integration of such models into man-machine systems. – Doten

[327(2). **Psychology and the Problems of Racism**] – A study of some of the courses and personality correlates of anti-race behavior patterns and the effects of racial prejudice and discrimination on human behavior. Laboratory investigation of the Black/White interaction processes. Topical lectures will include Anti-Semitism, Anti-Afro-Americanism, death fantasies in southern white patients, anxiety-aggression-guilt.

338. Behavior Problems and Psychopathology of Children – The course will attempt to provide an overview of the range of psychological and behavioral problems found in children. Both severe disturbances and “normal” behavior problems will be discussed, with class interest determining where emphasis is placed. The course will also try to expose students to the major theoretical views of childhood psychopathology – analytic, neo-Freudian (Adlerian), and social learning theory. Lectures will be descriptive and issue-centered in nature, with less stress being placed on treatment techniques or clinical procedures. Included in the wide possibility of topics would be: childhood autism, the issue of minimal brain damage, hyperactivity and the issue of treating it with drugs, learning disabilities, school phobia, extreme aggression, and withdrawal in children. Less severe behavior problems would include tantrums, children’s fears, toilet-training and enuresis, thumb-sucking, dependency, and problems of sexual identity. – Fink TTh 1:15–2:30

352. Psychology of Learning (Advanced) – An intensive study of current research in theories of memory and reinforcement, concept formation, transfer of training, and language learning. Participants will have an opportunity for individual study projects if they wish and if the equipment needed is available. Psychology 152 or 251, or permission of instructor required. – Haberlandt MWF 10:30

381(2). Social Influence and Attitude Change – Different theoretical and experimental approaches to attitude and behavior change will be analyzed and compared, and applied to various real-life situations. – Toomey M 1:15–3:55

382. Psychological and Sociological Implications of Sex Roles – Using the concepts of psychology and sociology, the meaning of sex role identity of the individual and society will be examined. Discussion will proceed from the biological “givens” to the acquisition of sex role identity in childhood to the playing out of such roles and the consequences. The main consideration will be possible avenues of social change in sex roles, in light of the empirical and theoretical evidence discussed. – Toomey Th 9:55–12:30

391. The Psychology of Language – A survey of approaches to the study of language in past and present psychology with particular attention to language as a cognitive process. The work of Noam Chomsky and the psycholinguists he inspired will receive the most coverage. In addition, theories of turn-of-the-century Germans, Vygotsky, Werner and Kaplan, and the American Behaviorists will be treated. The course is meant to form the basis for a variety of follow-up offerings. These might include: language acquisition in children, Chomsky transformational grammars and subsequent competitors, cognitive psychology, speech preparation, etc. Psychology 101 or permission of instructor required. – Mace TTh 2:40

392. The Acquisition of Language – An investigation of the things that can be learned about cognitive development from the data of how children and even

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chimpanzees acquire linguistic systems. Both semantics and syntax will be considered. What does a person have to know to talk? Or what does he "say" when he thinks? Examining what children do is an interesting approach to questions of this kind. Psychology 391 and 101 or permission. – Mace MWF 1:15

393, 393(2). Piaget – An examination of Jean Piaget's account of the development of logical thinking in children – from the standpoint of modern psychology and from the standpoint of "genetic epistemology." Piaget's empirical research will be considered to the extent that it sheds light on the ultimate questions he asks. Current Piaget – inspired studies in both education and psychology will then be examined to ascertain the amount and significance of his impact on our understanding of intellectual development and on American psychology. Psychology 101 or permission of instructor required. – Mace MWF 11:30

411. Experimental Design and Advanced Statistics – This course is designed to complement 491, Senior Thesis. After a survey of various designs, each student will pursue more deeply a design which is relevant to his particular area of interest. Limit 5. Psychology 211 required. – Doten TBA

[414. Theoretical and Systematic Psychology] – An integrative consideration of psychological problems leading to the development of theoretical perspectives. Prerequisite: Permission of instructor. – Doten

415, 415(2). Independent Study – Studies in Applied Experimental Psychology. Limit 10. – Doten TBA

421, 421(2). Introduction to Clinical Methods – This course exposes the students to the basic concepts and methods of clinical assessment. Intelligence testing and clinical interviewing are the major techniques. Practicum includes comprehensive child study. Limit 10–15. Permission of instructor. – Berg W 1:15–3:55

[423. Psychology and the Community] – This course is designed to develop an increased awareness and understanding of the life style of Black youth while exploring possible meaningful roles for psychologists and other social scientists in a predominantly Black community. Information will be conveyed in the form of lectures, topic presentation, field visits, films, and role playing.

427, 427(2). Independent study – Studies in Personality.

447, 447(2). Independent study – Studies in Psychopathology. – Higgins TBA

457, 457(2). Independent study – Studies in Learning and Motivation. – Haberlandt TBA Limit: 4.

[463. Comparative Psychology] – A seminar study involving the comparative analysis of behavior or organisms, including man. Among topics intensively studied will be territoriality and aggression in animals and humans. Permission of instructor. – Winer

[467. Independent Study] – Studies in Physiological and Comparative Psychology. – Winer

471. Clinical Psychology and Psychotherapy – The course is taught as a seminar with limited enrollment and assumes some background, particularly in the area of psychopathology. The field of clinical psychology is investigated as both a profession and scientific discipline and within this context particular attention is given to the changing roles and functions of clinical psychologists necessitated by concomitant social and environmental change. The major portion of the course consti-

tutes an investigation of psychotherapeutic theory and practice. Attention is given to the nature of the therapeutic relationship, therapeutic communication, classical and current research in psychotherapy, and integrative aspects of diverse theories and styles of psychotherapy, such as client-centered therapy, psychoanalysis, behavior therapy, hypnotherapy, group therapy, etc., exposure to which is augmented with audio tapes illustrating various therapeutic styles. Limit: 16. Permission of instructor required. – R. Lee TTh 1:15–2:30

477, 477(2). Independent Study – Studies in Clinical Psychology. – R. Lee TBA

481. Decision Making, Behavior and Belief – Emphasis will be placed on the link decision making provides between behavior and belief. Recent experimental work on stages in the process of decision making and the role of commitment will be examined, as well as those dealing with the effects of decisions on behavior. – Toomey T 9:55–12:30

487, 487(2). Independent Study – Studies in Social Psychology. – Toomey TBA

491–492. Senior Thesis – A project planned, developed, and written up by the student in an area of his special interest under the supervision of the staff member in this field. Students who elect to take this course should arrange with the Chairman and an appropriate staff member for enrollment prior to the end of the Trinity Term of his junior year. This is a full year course for which two course credits are given. – The Staff

493. Visual Perception in the Real World – Historical and conceptual analysis of the ways knowledge through perceiving has been treated in psychology. Particular emphasis will be placed on the need to consider an organism's environment before a complete account of his perception of it can be given. This is done primarily through studying the work of James Gibson. In addition to covering the most recent research in what Gibson calls "ecological optics," closely related topics in philosophy and art will be treated. Psych 101 or permission. – Mace TTh 2:40

497, 497(2). Independent Study – Studies in Child Psychology. – Mace TBA

Intensive Study – An in-depth search for links between theory and real-life situations as they pertain to attitudes, decisions, behavior and change. Seminars, field work and experimentation will center on issues of current concern depending on the interests of the students involved, and the culmination of the study is a joint position paper on the relationship between social psychological theory and the problems investigated. Limit: 15. 4 credits. Permission of instructor required. – Toomey TBA

Teaching Assistant – Psychology 101 – Ten teaching assistants who should be able to spend six hours a week (three hours are class time, TTh 9:55–11:10; three hours TBA). Duties in the course will consist of testing students and working with students as needed to answer questions and help them with course material. Each student will be expected to work with about ten students. One course credit.

Teaching Assistant – Psychology 272 – Approximately ten junior and senior Psychology majors receive one course credit for work and study as discussion group leaders in Psychology 272, Interpersonal Communication and Relationships. These students meet weekly through most of the term with small groups of students in the course to discuss the readings and lectures, as well as other areas of interest and concern to their group within the scope of the course. The specific format of the groups is flexible and may include outside discussants, experimentation, and more

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intensive study of specific areas of interpersonal communication and relationships, as well as group discussion. Assistants also meet weekly as a group with the course instructor to consider the course material and the progress of their groups. In addition to providing a forum for open discussion not readily available in the lecture meetings of the course, the assistants gain considerable supervised experience in the teaching process, frequently unavailable at the undergraduate level. Permission of the course instructor is required, and interested junior and senior majors should apply by Thanksgiving for the following term. One credit. – R. Lee

Other course offerings in the Department will be developed in joint sessions between the staff and students around the following areas of staff competences.

Studies in Clinical, Child and Adolescent Psychology – TBA

Studies in Applied Experimental Psychology – Doten

Studies in Personality

Studies in Psychopathology – Higgins

Studies in Learning and Motivations – Haberlandt

Studies in Physiological and Comparative Psychology – Winer

Studies in Clinical Psychology – R. Lee

Studies in Social Psychology – Toomey

Studies in Child Psychology – Mace

Specific courses in these areas will vary from year to year as well as from semester to semester. Thus it is possible for a student to set up a relatively long term program of courses where his interests are firmly fixed or to work out courses with the staff on a semester basis where the next courses he needs depend upon the outcome of previous courses. Courses offered in other departments which complement those in psychology may count toward the major requirement if approved by the Department staff.

The procedure for constructing a sequence of relevant courses will take the following form: During the October and February open periods the staff and students will discuss potential course offerings – for the Trinity and Christmas Terms respectively. At these times, the students will also express preferences for the mode of presentation of the course material: independent study, seminar, or lecture. Given these options, a student will have the opportunity to delve into specific aspects of interest more deeply while acquiring, at the same time, basic fundamentals of the course. Within limits of staff time, such preferences will be honored.

A description of the courses and the preferences (number of each mode) will be published by the Department and made available to the Registrar, advisers and students. Students unable to participate in the open periods may be admitted to courses if given permission by the instructor.

Religion

ASSISTANT PROFESSOR GETTIER, *Chairman*; PROFESSORS CHERBONNIER*
AND MAUCH; ASSISTANT PROFESSORS TULL AND KIRKPATRICK; INSTRUCTORS
BRAUE AND POMERANTZ; LECTURERS KESSLER AND KIMELMAN

RELIGION MAJOR – A student applies (a) by calling on each member of the Department, and (b) by submitting a written statement of what he or she expects to accomplish from the study of religion.

*Leave of Absence, Christmas Term.

Once accepted as a major, the student is responsible, in consultation with his or her major adviser, for a course of study which systematically investigates the nature of religion, using the techniques of constructive criticism: literary, historical, philosophical, and cultural. This course of study must begin by applying these methods to various religious phenomena. He may then apply the data and criteria thus acquired to related fields of interest.

To this end, each major is expected to attain a grade of C— or better in 10 courses in the Department, including at least two courses in religious scriptures, and at least one in each of the following areas: (a) evolution of religious thought and institutions, (b) philosophical or scientific interpretation, (c) ethics and society. Majors are also required to participate in the Department's program for a General Examination.

Alternatively, a student who believes that the goals stated above are better pursued in ways other than those recommended may submit his own carefully planned course of study to the Department for its approval. If and when accepted, this course of study would supplant the above requirements (excepting the last).

Honors are awarded to those who attain a minimum grade average of B+ in their courses fulfilling the major requirements and distinction in the General Examination program.

103-4. Elementary Hebrew – An introduction designed to develop a facility in reading the Hebrew Bible. Emphasis will be placed upon mastery of the grammar, acquisition of a basic vocabulary, skill in the use of the lexicon, and translation of selected passages. Two course credits for the full year's participation. (Offered in alternate years with 203; not offered in 1973-74.) – Gettier MWF 8:30

[201. The Religious Sources of Western Culture I] – The origin and development of rival religious outlooks, and their influence upon the life and thought of the West.

202. The Religious Sources of Western Culture II – A critical look at the religious and philosophical presuppositions which underlie the life and thought of Western civilization. – Cherbonnier TTh 9:55

[203. Readings in Hebrew Literature I] – An intensive study of selected portions of the Hebrew Bible in order to develop the methods and skills of biblical interpretation. Prerequisite: Religion 103 or permission of the instructor. (Offered in alternate years with 103-4; not offered in 1972-73.) – Gettier

[204. Readings in Hebrew Literature II] – Continuation of Religion 203. Prerequisite: Religion 203 or permission of the instructor. – Gettier

207. Major Works of the Biblical – Talmudic Period – An inquiry into the historical narratives of *Genesis* and *Exodus* in light of their impact on the development of Judaism through the Talmudic period. Readings will also be taken from *Maccabees*, Philo, Josephus, and the *Talmud*. – Kimelman TTh 9:55

208. The Jewish Mystical Tradition – An analysis of the major movements, personalities, and issues which contributed to a rebirth of Jewish mysticism with emphasis on messianism; sin and redemption; religious experience and tradition. Readings from the *Zohar*, Hasidic Masters, and modern commentators such as Buber, Heschel, Schecter, Scholem, and Wiesel. – Kimelman TTh 9:55

209. Jewish Existentialist Writers – A study of Jewish responses to the human condition through the writings of Rosensweig, Heschel, Buber, Herberg, Falkenheim, Rubenstein, Wiesel, and others. The course will reckon with the agony of the Holocaust and the crisis of Jewish faith. – Kessler TTh 2:40

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211. Introduction to the Bible I – Examination of the biblical writings in the light of the time and events which produced them; an analysis of the various literary units to discern the emergence of the biblical world-view. Christmas Term: Old Testament.

Sec. A – Gettier MWF 10:30

Sec. C. – Mauch TTh 9:55

Sec. B – Mauch TTh 8:30

212. Introduction to the Bible II – Trinity Term: New Testament.

Sec. A – Gettier MWF 10:30

Sec. C. – Mauch TTh 9:55

Sec. B – Mauch TTh 8:30

[221. **The Emergence of Religious Platonism in the West**] – The development of Christian and Jewish thought from biblical and classical sources; the flowering of these traditions in Medieval culture. – Tull

223. Major Religious Thinkers in the West I – A study of the men who have shaped the evolution of religious thought: their historical context, their original contributions, and their subsequent influence. Christmas Term: Augustine, Aquinas, Luther, Calvin, the radical reformers, and Hume. – Kirkpatrick MWF 9:30

224. Major Religious Thinkers in the West II – Trinity Term: Kant, Nietzsche, Kierkegaard, Marx, Tillich, Bonhoeffer, and representatives of some contemporary theological movements. – Kirkpatrick MWF 9:30

231. Biblical Ethics – A textual examination of ethical decision-making in both Old and New Testaments with special reference to such problems as sin, law, the will of God, the kingdom of God, grace, and hope. – Pomerantz TTh 8:30

232. Ethics: Dilemmas of Decision-Making – A study of contemporary secular and religious responses to man's quest for the good life. – Pomerantz TTh 8:30

[234. **Ecumenical Social Thought**] – A comparison of various models for involving religious institutions in social change. Evaluation of specific church and synagogue programs for dealing with racial discrimination in such areas as housing and education. Students will engage in at least one project in the community.

[236. **Religion and Social Change**] – The problem of embodying meaning in social structures and institutions in the wake of the intellectual, cultural, and technical revolutions of the twentieth century.

242. Religious Issues in Contemporary Literature – An exploration of the questions about God and human life posed by the novelist, dramatist, and poet. – Tull TTh 1:15

251. Religions of the Orient I – An introduction to oriental religions and their cultural forms. Examination of original source material and selected writings of modern thinkers. Christmas Term: Hinduism, Jainism, Theravada Buddhism, Islam and Sikhism. – Braue MWF 10:30

252. Religions of the Orient II – Trinity Term: Confucianism, Taoism, Shinto, and Mahayana Buddhism, with special attention given to Zen and the thought of Mao. – Braue MWF 10:30

255. Buddhism – A cultural-historical study of the life and teachings of Siddhartha Gautama and of Theravada and Mahayana growth in India, Southeast Asia, Tibet, China and Japan. Original Buddhist sources include: selected Pali writings, *Lotus*

Sutra, The Awakening of Faith, and Bodhicaryāvatāra. Prerequisite: Permission of the instructor. – Braue TTh 11:20

256. Hinduism and Islam – A cultural-historical study of India and Pakistan through intensive analysis of Hindu and Muslim religious sources. Special attention is given to modern thinkers including: Rammohun Roy, Ramakrishna, Sayyid Ahmad Khan, Tagore, Gandhi, Iqbal, Aurobindo and Radhakrishnan. Prerequisite: Permission of the instructor. – Braue TTh 11:20

261. Religion in American Society – The historical role of religion in shaping American life and thought, with special attention to the development of religious ideas and their influence on social reform. – Kirkpatrick MWF 11:30

[272. Religious Images of Man] – Contributions of religion, psychology, and myth to an understanding of human nature and the dynamics of personal relations. Prerequisite: Permission of the instructor.

[281. Black Religion and Conflict in American Society] – The reactions of various Black religious groups to the limits placed upon Black people which deny them full participation in American life; their attempts to break down racial barriers in society.

[284. The Black Church in America] – An historical and sociological analysis of the Black religious experience as it has found expression in the major denominational organizations of the Christian churches in America.

286. Black Religious Experience and Protest Ideology – An historical examination of the Black religious experience as expressed in all aspects of Black culture, including the relevant elements of the African past which have influenced its development. Special attention will be given to the religious dimensions underlying various protest ideologies and movements within the contemporary Black community. TTh 2:40

311. Major Figures of Biblical Thought I – Intensive study of the principal contributors to the development of biblical thinking. Christmas Term: Concentration on two or three of the prophets and historians of Israel, including Moses, the Yahwist, Elijah, Amos, Hosea, Isaiah, or Jeremiah. Prerequisite: Permission of the instructor. Enrollment limited to 20. – Mauch TTh 1:15

312. Major Figures of Biblical Thought II – Trinity Term: Jesus, Paul, or John. Prerequisite: Permission of the instructor. Enrollment limited to 20. – Pomerantz M 1:15

314. Major Motifs of Biblical Thought – The structures of biblical thinking developed through an examination of the central themes in the Old and New Testaments. Prerequisite: Permission of the instructor. – Mauch TTh 2:40

[317. Contemporary Interpretation of the Bible] – A study of selected writers who have explored ways of communicating biblical images and myths within a technological society. Special attention will be given to the role of social symbols and of rational discourse in guiding moral action.

319(2). Types of Biblical Literature – An intensive examination of a specific type of biblical literature (narrative, prophetic, apocalyptic, wisdom, etc.) within the framework of ancient Near Eastern thought and institutions. In 1972–73: Wisdom literature (Proverbs, Job, Ecclesiastes). Prerequisite: Permission of the instructor. Enrollment limited to 20. – Gettier MW 1:15

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323. Issues in Contemporary Theology – In 1972–73: *Process Philosophies and Christian Thought* – This course will critically examine and evaluate the impact of various process philosophies on theology. It will deal with such thinkers as A. N. Whitehead, Charles Hartshorne, Teilhard de Chardin, Henri Bergson, Henry Nelson Wieman, John Cobb, and Schubert Ogden. Prerequisite: Permission of the instructor. TTh 2:40

332. The New Dialogue between Science and Religion – The mutual indebtedness between science and religion which is emerging after four centuries of conflict. Prerequisite: Permission of the instructor. – Pomerantz TTh 11:20

[342. Ecstasy] – The phenomena of ecstasy investigated through its literature and through its interpretation by theology, philosophy, and psychology. – Tull

351(2). Philosophy of Religion – A critical comparison of alternative religious philosophers: their respective conclusions concerning such problems as religious knowledge, the nature of man and God, and the significance of human history. Prerequisite: Permission of the instructor. – Cherbonnier TTh 1:15

[352. Readings in the Philosophy of Religion] – Application of methods and principles developed in Religion 351 to philosophical and religious texts, past and present. Prerequisite: Permission of the instructor.

358. Oriental Philosophies of Religion – An intensive examination of Hindu, Jain, Buddhist, Confucian and Taoist philosophical texts. Selected topics in contemporary Eastern religious thought include: action vs. non-action, emptiness, God and the Absolute, individuality, *jen*, *maya*, mystical union, religious authority, and Zen meditation. Prerequisite: Permission of the instructor. – Braue WF 1:15

[361. Junior Colloquium]

[371. Religious Myth and Symbol]

372. Selected Problems in the Philosophy of Religion – In 1972–73: *The Nature and Knowledge of God* – A philosophical examination of different approaches to our knowledge of God, dealing with such problems as the use and verification of religious language, and the relation of religious knowledge to knowledge of self and world. Among the approaches covered will be mysticism, existentialism, Thomism, linguistic analysis, myth, revelational theology, and varieties of empiricism (including personalism, process theology, and the philosophy of action). Prerequisite: Permission of the instructor. – Kirkpatrick MWF 11:30

[374. Psychology and Religion] – Psychological evaluation of the belief in God; the contributions of psychology to a religious understanding of human nature. Prerequisite: Permission of the instructor.

377. Religious Existentialism – An intensive study of one or two existentialist writers (e.g., Sartre and Marcel; Kierkegaard; Heidegger and Bultmann) in an attempt to understand the major themes and problems of existentialism with reference to the nature of religious faith. Prerequisite: Permission of the instructor. – Pomerantz TTh 11:20

391, 392. Tutorial – Regular conferences, reading, and written work on topics of common interest to instructor and student. Prerequisite: Permission of the Department Chairman. – The Department TBA

451. Seminar I – Intensive study of special topics in the field of religion. In 1972–73: *Biblical Theology*. Prerequisite: Permission of the instructors. – Gettier and Tull M 7:30 p.m.

452. Seminar II – In 1972–73: *Mysticism*. Prerequisite: Permission of the instructor. – Cherbonnier M 7:30 p.m.

491, 492. Independent Study – Advanced work on an approved project under the guidance of a faculty member, as provided by the College curriculum. Prerequisite: Permission of the Department Chairman. – The Department TBA

Trinity students are also referred to the course listings of area colleges and to those of the Hartford Seminary Foundation, where they may take courses at no extra charge.

Sociology

ASSOCIATE PROFESSOR J. BREWER, *Chairman*; PROFESSOR N. MILLER*;
ASSISTANT PROFESSOR FENN; INSTRUCTOR DULZ; LECTURER GOLDFRANK

SOCIOLOGY MAJOR – Eight courses in Sociology, including Sociology 201 and 410. Outside the Department the student must also take at least one course in each of the following departments: Economics, Political Science, History, Mathematics, and Psychology. The mathematics requirement may be satisfied by taking Psychology 211.

101. Introduction to Sociology – Society, culture, and the individual, and the relations among them. Developmental and comparative studies of small groups, formal organizations, and institutions; community studies, with particular emphasis on the city; intergroup relations; social stratification; social order, conflict, and change.

Sec. A – N. Miller TTh 2:40
Sec. B – Fenn MWF 9:30

Sec. C – Brewer TTh 11:20

101(2). Introduction to Sociology – Society, culture, and the individual, and the relations among them. Developmental and comparative studies of small groups, formal organizations, and institutions; community studies, with particular emphasis on the city; intergroup relations; social stratification; social order, conflict, and change. – Dulz MWF 9:30

201. Research Methods – Introduction to scientific methods utilized in the social sciences, especially sociology. Types of theory and theory construction; sampling and questionnaire construction; major emphasis upon analysis of existing survey data and required techniques. Sociology 101 required. – Dulz MWF 10:30

212(1). American Society – A cross-section of major institutions in American society, e.g. the family, education, law-enforcement, medicine, and the defense industry; analysis of strains in the system and the problems of cultural integration; student protest and the ethnic revival. Mid-term and lab report. Sociology 101 required. – Fenn MWF 11:30

* Sabbatical leave, Trinity Term, 1973.

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221. Cultural Anthropology – The course will be concerned with the development of American anthropology. Emphasis will be on the concept of culture, its various definitions and applications. The related topics of the evolution of culture, cultural relativism, culture and personality, and ethnohistory, will also be discussed. Readings will include both theoretical works and monographs on individual cultures. – Goldfrank TTh 9:55

222. Social Anthropology – The course will deal with the development of British social anthropology, with its key concept of social structure. Topics to be discussed will include functionalism, lineage structure and political organization, kinship, theories of religion, and conflict and the dynamics of change. Readings will include works of the major historical figures in British social anthropology. – Goldfrank TTh 9:55

231. Popular Culture – Analysis of comics, films, and popular literature as they reflect persistent and changing values and concerns of people. Studies in audience structure. Recent developments in the theory of mass culture. Mid-term and lab report. Sociology 101 required. – N. Miller TTh 11:20

251(2). Sociological Approaches to Social Psychology – This course is about the theoretical, methodological and research contributions of sociologists to the symbolic interactionist theory and some of its recent offshoots (e.g., labelling theory, ethnomethodology, and dramaturgical sociology), theories of social behavior as exchange, the method of participant observation compared to interviewing and experimentation, and research into reference groups and adult socialization. Sociology 101 required, Psychology 155 is strongly recommended. – J. Brewer TTh 2:40

[301. Social Organization] – A comparative analysis of patterns of social organization emphasizing the following processes: (1) social differentiation, which considers theories and models of inequality, social mobility and life chances in industrial societies; (2) bureaucratization, stressing classical and contemporary perspectives on organizational growth, goal-formation, and inter-organizational relationships; (3) professionalization of work, which focuses on the rise of professions, hierarchical aspects of occupational structures, technology and alienation; and (4) social ranking on the basis of age and sex, the problem of “generations” and social aspects of sex-role differentiation.

311. Privilege and Power in Modern Society – A review of the theories of the origins and consequences of inequality in social life. Emphasis on the role of power, its several dimensions, and its distribution in modern society. – Dulz MWF 11:30

314. Cultural change in Modern Societies – A comparative approach to the study of ideology in industrializing societies. Fascism, nationalism, and socialism as factors in mass mobilization. Utopian elements in the culture of post-industrial societies. Pluralism, the end-of-ideology debate, and the normative integration of society. Analysis of data from cross-national surveys to assess the relative magnitude of differences within and between nations. Mid-term exam and one paper. Sociology 101 required. – Fenn MWF 10:30

[315. Race Relations in Comparative Perspective] – A study of multi-racial societies: social and psychological factors influencing interracial conflict and cooperation. Black-White relations in the United States will be emphasized by comparing our society with multiracial nations in Asia, Africa, and Latin America.

- 321. The City** – An examination of the city as a social institution. Major sociological works on the city including studies of ethnic groups and cultures, stratification, bureaucracy, and political structures are reviewed and criticized. Sociology 101 required. – Dulz M 1:15–3:55
- [327. Seminar in Peasant Societies of the Old and New Worlds]** – The course will examine the concept of peasant society and its current anthropological definitions, and will compare selected peasant communities in Europe and the Americas. The emphasis will be on the characteristic features of the institutions and way of life of such communities. Rural-urban relations, the effects of change, and the question of the applicability of the term “peasant society” in the modern world will also be discussed.
- [331. Physical Anthropology]** – A study of man’s biological place in nature, including an analysis of race. Origin, development, and distribution of man from prehistoric times to the present. Open to sophomores, juniors, and seniors.
- [342. Sociology of Religion]** – The social sources of ritual and belief. Magic, witchcraft and sorcery. Folk and official religions. Religion from the standpoint of formal organization. Church and sect, with particular emphasis on schism. – N. Miller
- [351(2). Political Sociology]** – Sociological studies of key political institutions and processes. Social structure and political regimes; political parties, movements, and the articulation of business, military, and religious institutions with political structure. Sociology 101 required.
- 361. Formal Organizations** – The sociological analysis of deliberately established goal-oriented organizations of all kinds (businesses, universities, government agencies, hospitals, prisons, law firms, etc.) Among the topics to be considered will be theories of bureaucratic organization, the relationship between formal and informal behavior and structure, organizational leadership and authority, the place of small groups in large organizations, official-client relationships, the effects of organization upon their individual members, the definition and achievement of organizational goals, and the relations of organizations to one another and to the community. Sociology 101 required. – J. Brewer TTh 9:55
- 362. The Sociology of Small Groups** – An examination of sociological theory and research concerning the interaction among persons in face-to-face groups, and the structure and functioning of these groups when considered as autonomous units and as parts of larger social and cultural systems. Attention will be given both to field studies of natural groups and to laboratory studies of experimental groups. Sociology 101 required. – J. Brewer TTh 11:20
- [372. Social Movements]** – A comparative study of movements – both past and present – that have played major roles in social change: millenarians, utopians, anarchists, socialists, populists, communists, feminists, fascists. The basic aims of the course are to identify the principal social conditions giving rise to such movements, their structural characteristics, and an attempt at accounting for their successes and failures. – N. Miller
- [406. Seminar in Witchcraft in Primitive Societies]** – The course will examine the widespread phenomenon of witchcraft belief in primitive societies. Problems to be explored will include the comparability of witchcraft beliefs as they occur in different areas, the integration of these beliefs with other aspects of culture, ac-

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cusations and social structure, and witchcraft and social change. Emphasis will be on developing a general theory of the occurrence and functions of witchcraft belief and accusation. Comparisons with historical occurrences of European witchcraft will be considered.

410. Senior Seminar – Sociological theories. Intensive study of one or two selected problems. Sociology 101 required. – Fenn M 1:15–3:55

Theatre Arts

PROFESSOR NICHOLS, *Director of the Program in Theatre Arts*;
ASSISTANT PROFESSOR ELIET; ASSISTANT IN THEATRE ARTS WOOLLEY

THEATRE ARTS MAJOR – Ten courses required (five in Theatre Arts, including Theatre Arts 101, 411 or 412; four in Dramatic Literature, including English 345 or 346 – Shakespeare; and one in Fine Arts, Music or Dance).

Production requirement: Each major is required to participate in a minimum of eight productions at Trinity of which two must be in backstage work. Two one-act plays count as one production.

A grade of at least C– must be obtained in courses for the major requirement.

101. Introduction to Theatre – A survey of drama and the art and craft of theatre. – Nichols MWF 11:30

201, 202. Production Participation – Credit is offered to students involved in several productions a year. A student may register for one-quarter credit at a time. One-quarter credit requires a minimum of 75 hours of work on one major production. One-half credit requires a minimum of 150 hours of work on two majors. *An average of 12 hours per week is required during the preparation of a show for production.*

A maximum of one credit may be earned by any one student through repeated enrollments in this course. Permission of the Department Chairman is required.

Permission to drop this course is given during the first week of work on a production. During the second week a student dropping the course will have "Drop" entered on his permanent record card. During the remainder of a production no student is permitted to drop the course. Not available to freshmen.

205(2). Speech for Theatre – Study and practice in using the actor's voice, breath control, articulation, enunciation, pronunciation, phonetics and projection. Permission of the instructor. Enrollment limited to 25. Nichols TTh 11:20

211. Acting – The study and practice of the basic techniques of analyzing and developing a role. Permission of the instructor. Enrollment limited to 20. – Eliet M 1:15–3:55, WF 1:15

212. Advanced Acting – Intensive study and practice of character analysis, style and role development in performance. Permission of the instructor. Enrollment limited to 20. – Eliet M 1:15–3:55, WF 1:15

221. Production Techniques: Elementary Production – The study and practice of the techniques of building, mounting and running a production. Permission of the instructor. Enrollment limited to 15. – Woolley TTh 11:20

222. Production Techniques: Introductory Stage Lighting – A study of basic electricity and the characteristics and use of lighting instruments and their control. Permission of the instructor. Enrollment limited to 15. – Woolley TTh 11:20

[301. Playwriting] – An introduction to the analysis and writing of plays. Emphasis is on composition with criticism and discussion of both student and professional work. Permission of the instructor. – Eliet

[311. Directing] – Play analysis and practice in the fundamental elements of directing plays. Prerequisites: Theatre Arts 101, 211 and 221. Permission of the instructor.

312(1). Advanced Directing – Intensive analysis of the stylistic, rhythmic and visual values of the script and their realization in performance. Prerequisite: Theatre Arts 311. Permission of the instructor. Enrollment limited to 15. – Eliet M 1:15–3:55, TTh 1:15

321. Seminar in Theatre and Drama: Theatre History – A study of playhouses, scenic conventions and acting styles from the Greeks to the present. Prerequisite: Theatre Arts 101. Permission of the instructor. – Eliet MWF 11:30

322. Seminar in Theatre and Drama: Ibsen and the Nineteenth Century Theatre – A study of the major works of Ibsen as they relate to earlier works of nineteenth century continental drama. Prerequisite: English 334: Modern Drama. Permission of the instructor. – Nichols TTh 9:55

333. Studies in Drama: Tragedy – A study of theories of tragedy and of major examples of tragic drama from the Greek through contemporary times. Permission of the instructor. (Same as Comparative Literature 335. This satisfies the English major requirement of a genre course.) – Nichols MWF 10:30

[402. Playwriting Workshop] – Advanced work in the analysis and writing of plays. Permission of the instructor. – Eliet

411. Special Studies in Drama – Individual study and research on a selected topic under the guidance of a member of the Theatre Arts faculty. Permission granted to qualified upperclassmen with the approval of the Theatre Arts faculty. – Staff TBA

411(2). Special Studies in Drama: Dramatic Theory and Criticism – A study of the major documents of dramatic theory and criticism that have been influential in shaping the form of plays from the Greeks to the present. Prerequisite: English 334: Modern Drama; and English 345 or 346. Permission of the instructor. – Nichols TTh 2:40

412. Special Studies in Drama: Rehearsal and Performance – Advanced problems for the actor and director in rehearsal and performance. Prerequisites: Theatre Arts 212 or 312. Permission of the instructor. – Eliet TTh 1:15

Urban-Environmental Studies Program

The program in Urban-Environmental Studies is broadly multi-disciplinary, emphasizing a productive combination of the experiential and analytic approaches to all aspects of urban life: environmental, institutional (political, social, economic),

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and cultural. Special attention is given to aspects of the urban crisis in contemporary society, focusing on examples offered within the Hartford urban complex.

The program is organized into seven components: introductory courses, division material, disciplinary material, skill material, theme material, internship and special seminars. These are explained below. Altogether, if satisfied by course work, the program comes to a minimum of 18 and a maximum of 21 hours. Particular courses listed below may be waived or substituted for with approval of the Director of Urban-Environmental Studies, Mr. Gold.

- I. *Introductory Courses.* U-E 103 is an historical introduction, U-E 202 has a problems orientation and U-E 108 is an environmental and physical view of the city. These courses are open to freshmen and only one is required.
- II. *Division Choice.* Students are asked to choose one of the College Guideline Divisions within which to begin their U-E work. The required courses under these Guidelines are as follows:

Man's Social Institutions

Urban Economics (Prerequisite: Economics 101)

Urban Sociology (Prerequisite: Sociology 101)

Urban Politics

Utopias: Social Ideals and Ideal Societies

Man's Interaction with the Natural World

Biology

Ecology

Environmental Economics (Prerequisite: Economics 101)

Metabolism of Cities (may be taken as an introductory course)

Forms of Culture (to be developed)

Cultural Anthropology or substitute

Form of Expression: example – Twentieth Century Architecture

City in a Comparative or Historical Context: example – Athenian Intellectual History

A Particular Group History or Culture: example – Black Experience in America

- III. *Disciplinary Concentration.* Each student will also be required to choose one of the traditional disciplines in which to concentrate during the junior and senior years. The purpose of the concentration is to sharpen the student's analytical abilities and to provide confidence with at least one mode of analysis. This requirement may be satisfied via the Alternate Degree Program or by taking four courses above the introductory level within the discipline of choice.
- IV. *Skills.* As interdisciplinary work requires knowledge of common language of the disciplines the following skill choices must be exercised:

Social Institutions – Statistics and Mathematics or Computer Methods or Systems Analysis.

Natural Environment – Systems Analysis and Mathematics or Statistics.

Forms of Culture – Language if required for intended area or community studies.

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- V. *Theme.* In the theme choice a student studies an area of his or her own choosing and which is designed to match with the internship. No more than three courses are required. One of them must be an independent study.
- VI. *Internship.* Unless waived by the Director, each student is expected to work in an internship or Open Semester and to attend the internship seminar. The College will make every attempt to locate internships which will complement course work.
- VII. *Special U-E Seminars.* Two special seminars for juniors and seniors will be offered. The Senior Seminar will focus on public policy formation. An additional junior seminar to be developed in 1972-73, will explore special topics of interest.

Students interested in more details of the program should write or call the Director of Urban-Environmental Studies.

Introductory Courses

103. The City in American History – The subjects to be studied in this course are cities in the colonies and in the new nation, the urban frontier, cities and the American national character, urban demography, land use, immigration, social mobility, political machines, and the ghetto. Lectures, extensive readings, discussions, and a project or term paper. – Weaver WF 1:15

108. The Metabolism of Cities and the Environment – A study of the flow of material and energy in industrial society from sources through processing and consumption to final destination where they become either waste or new resources. An inventory of the basic needs and consumption patterns of individuals will be used to develop the flow through a typical urban region. The states of this material and energy and the limits which natural laws place on their transformation will be the central theme of the course. This context of natural limits will be used to study the conflict between short-run gains and long-run unwanted effects. Particular attention will be devoted to the exhaustion of resources and the buildup of waste. No prerequisites. – TBA

202. Introduction to Urban Studies – A problems orientation to the contemporary city. A survey of many problems and their relation with one another. – Gold TTh 8:30

Core Courses

U-E 102 (Economics 102B). Environmental Economics – The application of economic theory to problems of environmental control and protection. – Egan MWF 11:30

U-E 108. Metabolism of Cities and the Environment

U-E 312 (Political Science 312). Urban Politics – Emphasis will be upon the politics of environmental decision-making. The following questions will be raised: What is the nature of the political system of the core city and how does this system relate to the political systems of national, state, and sub-local organizations? What political resources are available for attacking environmental problems? What are the relationships between partisan politics and environmental decision-making? Is it possible to develop alternative models for implementing environmental policies? Enrollment limited to 30. Trinity Term. – McKee MWF 10:30

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Biology 191L. Biological Principles

Biology 414L. Ecology – See Catalogue under Biology

Economics 314. Urban Economics – See Catalogue under Economics

[Philosophy 214. Utopias: Social Ideals and Ideal Societies]

Sociology 321. Urban Sociology (The City) – See Catalogue under Sociology

Special Seminars

302 (Political Science 334). Junior Internship Seminar – An examination of bureaus in a democratic society and the role of the individual in the organization. Both the internal relationships within a bureau and the external relations of the bureau with its clients, funding sources and legal control will be examined. Permission of the instructor. (Will count towards a major in Political Science.) – Th 7:00 p.m.

402 (Economics 331(2); Philosophy 331(2)). Problems of Formulation of Public Policy: Senior Seminar – In the context of a particular policy issue, course material will cover the logical complexity in defining the “public interest,” moral and philosophical bases for setting priorities and the problem of knowing whether the policy choice will work. – Dunn and R. T. Lee

Junior Topic Seminar (to be developed in 1972–73)

Additional Cross-Listed Courses

U-E 107(2) (Political Science 324). Transportation and Public Policy – The course will study: (1) The economic, political and social consequences of public policies in urban and inter-urban mass transportation by road, rail and air (including airport development). (2) How Congress, government regulatory and promotional agencies, and private associations affect public policy formulation and development. (3) Possible alternative models and strategies by means of which an acceptable national transportation policy might be constructed. – Neaverson TTh 11:20–12:35

U-E 222 (English 222). Language and Culture

U-E 302 (Political Science 334). Junior Internship Seminar

U-E 311 (Economics 311). Economics of Ghetto Development

Related Courses

Art History 211. Twentieth Century Architecture

Biology 414L. Ecology

Chemistry 115. Chemistry of Air Pollution

[Classics 204. Classical Humanities: Greek Civilization]

Economics 102B (U-E 102). Environmental Economics

Economics 306. Public Finance

Economics 314. Urban Economics

Economics 331(2). Economics of Discrimination

Education 376. Sociology of Education

[Education 507. The School and Society]

[Education 600 (A&B). Seminar: Urban Education]

Engineering 211. Systems Analysis

[Engineering 342. Architectural Design]

[Engineering 402. Technology and Society]

History 103. The City in American History

Mathematics 101, 102. Finite Mathematics for Social and Natural Sciences I, II

Mathematics 107 (Economics 107). Elements of Statistics

[Music 271. Paris in the Early Twentieth Century: Music and Arts]

[Philosophy 214. Utopias: Social Ideals and Ideal Societies]

Physics 104. Environmental Physics

[Political Science 302. American State and Local Government]

[Political Science 311. Administration and Public Policy]

Political Science 312. Urban Politics

[Psychology 423. Psychology and the Community]

Religion 286. Black Religious Experience and Protest Ideology

[Sociology 301. Social Organization]

[Sociology 315. Race Relations in a Comparative Perspective]

Sociology 321, 322. The City I, II

Student-Taught Courses

A. *Elementary Latin*: Susan L. Brechlin, '73. Faculty Supervisor: Professor John C. Williams. Outside Examiner: Professor Anthony D. Macro. Limited to 15 students. One course credit. Christmas Term. Time: TBA

B. *Modern Jewish Literature*: Robin Adelson, '74. First, this course will be a literature course. Second, it will be a history of the Jewish people in this century. The course and the reading are divided historically and/or geographically into three categories: The Eastern European experience, the Nazi Holocaust, and the American "scene." An intensive look at these three major areas will amplify the study of literature. Finally, it will be an analysis of themes in Jewish life and history: the Jew as victim and scapegoat, and the assimilationist. These themes interact in the various works to be studied. This course will be an attempt to integrate the three areas to get a broad picture of the Jew in the twentieth century. Faculty Supervisor: Professor John A. Gettier. Outside Examiner: Mrs. Bernice Saltzman. Limited to 15 students. Permission required. One course credit. Christmas Term. - Th 7:00 p.m.

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C. Uganda History and Present Day Affairs: Jonathan Stevens, '73. This course offers a chance to develop knowledge of a particular African country without making any generalizations about all African countries. Using an historical basis this course will study material dealing with growth, development, revolution, and change from early times, circa 1000 A.D., up to the present day in Uganda. Course requirements: A 2-page paper each week, or a 4-page paper every other week, or 2 15-page papers, or 1 30-page paper. Faculty Supervisor: Professor H. McKim Steele, Jr. Outside Examiner: Professor Borden W. Painter, Jr. Limited to 15 students. Permission required. One course credit. Christmas Term. Time: TBA

D. Beginning Fencing – Introductory course: concentration primarily on foil; introduction to use of sabre and épée for those interested; some emphasis upon appreciation of competition fencing. Faculty Supervisor: Professor Roy A. Dath. Outside Examiner: Mr. Thomas Jarrett. Enrollment in each section limited to 20. One-quarter course credit.

*1 Sec. A – TBA TBA

E. Advanced Fencing – Continuation of work on competitive skills in student's choice of weapon. Faculty Supervisor: Professor Roy A. Dath. Outside Examiner: Mr. Thomas Jarrett. Prerequisite: P.E. 135 or permission. Enrollment in each section limited to 10. One-quarter course credit.

2 Sec. A – TBA TBA

*Indicates Quarter.

Admission To College

APPLICANTS for admission may obtain the necessary application forms by writing to the Office of Admissions, Trinity College, Hartford, Connecticut 06106. Each applicant for admission will be advised of the procedure to be followed. The closing date for filing the "Personal Application for Admission" form is *January 1*. The entire application procedure must be completed by *February 15*.

GENERAL ADMISSION POLICY

Trinity College does not make the religious tenets, the race, or the national origin of any person a condition for admission. Enrollment in the freshman class is limited to approximately 400 men and women. Since the number of applicants greatly exceeds the number of places available, admission to the College is the result of a highly selective process. Applicants are judged on (1) their academic promise and performance, (2) their qualities of character and personality, and (3) their accomplishments within their schools and communities. Particular attention is given to the personal qualities and to intellectual motivation.

The school record, the personal recommendations from school administrators and teachers, and the College Entrance Examination Board tests are carefully considered by the Committee on Admissions. Applicants should be well prepared for Trinity's academic work. Also, they should be desirous and capable of contributing to campus and community activities.

Sons and daughters of alumni who meet all the admissions requirements are given preference over other applicants of similar qualifications.

Men and women of older age who terminated their formal education after secondary school graduation or who withdrew in good standing from college study are welcome candidates.

All freshman applicants and their schools will be notified of the Committee's decision usually about the middle of April.

EARLY DECISION

Trinity College subscribes to the College Entrance Examination Board's first choice Early Decision Program. Well qualified applicants who have selected Trinity as the college of their first choice may wish to request formal admission early in the senior year. In order to receive consideration under the Early Decision Program, the applicant must have on file in the Admissions Office by November 1 the following items:

1. Early Decision card (available from the Office of Admissions *at the candidate's request*);
2. The Personal Application;
3. The Secondary School Report form covering the academic record and school recommendation through the junior year;
4. The two Teacher's Recommendation forms;
5. The scores of the College Entrance Examination Board Scholastic Aptitude Test taken on or before the July test date prior to the senior year.

Early Decision applicants in need of financial assistance, to receive consideration, should submit to the College Scholarship Service by November 1 a Parents' Confidential Statement so that a copy of it can reach Trinity promptly. Announcements of decisions on financial aid and admissions will be sent at the same time, normally by December 1.

Students accepted on the Early Decision plan will be required to have submitted the seventh and eighth semester transcripts covering their academic work for the senior year, which will be reviewed as part of the entire admissions process.

SECONDARY SCHOOL REQUIREMENTS

Normally, Trinity requires a diploma from and certification by an accredited secondary school for the following subjects: English (4 years), foreign language (2 years), algebra (2 years), plane geometry (1 year), history (1 year), laboratory science (1 year).

Because Trinity's curriculum assumes entering students will have prepared themselves academically in depth as well as in breadth, it is recommended that applicants offer considerably more work than this in college preparatory courses.

Students desiring to apply whose academic programs do not include study in the subject areas or for the number of years listed above are urged to write seeking advice from the Director of Admissions.

EARLY ADMISSION

Students who have achieved a level of personal and intellectual maturity and of academic competence implying readiness for college immediately following the junior year may apply for acceptance by early admission. In these circumstances, the regular application procedures pertain.

COLLEGE BOARD EXAMINATION REQUIREMENTS

Applicants for admission to Trinity are required to take the Scholastic Aptitude Test and the Achievement Test in English Composition of the College Entrance Examination Board. The Committee on Admissions will accept scores of any test taken through January, 1973. It is the applicant's responsibility to request the CEEB to send test scores to the Admissions Office. Any deviation from these test requirements must be approved by the Director of Admissions.

For the purpose of placement, students who desire to continue study at the College of the foreign language taken in secondary school are urged to sit for the CEEB Foreign Language Achievement Test. This test should be taken by no later than the July test date preceding the student's entrance into the College.

More detailed information about fees, dates, and registration forms for these examinations should be obtained by writing to the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey 08540, or if the candidate resides in a state west of Kansas, to P.O. Box 1025, Berkeley, California 94701.

CAMPUS VISITS

Applicants for admission to the College are welcome to visit the campus at any time. Much can be learned about the College as a result of seeing the physical facilities and talking with undergraduate students. Although individual appointments with a member of the admissions staff are *not* required as a part of the admissions process, applicants may request them by writing or telephoning *well in advance*. It should be clear, however, that the individual appointment is primarily for the purpose of exchanging information and usually not a major factor in the final evaluation of the applicant. There are times during the year when individual appointments are not held because the admissions staff members are visiting high schools in other parts of the country or involved in admissions committee meetings.

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During certain other periods, meetings are held on the campus with groups of applicants at regularly scheduled times in the week. These "Group Sessions" are intended to provide an opportunity to ask questions and to learn more about Trinity. No advance notice is necessary for attendance at Group Sessions.

APPOINTMENTS

Weekdays	9:30 a.m. to 4:00 p.m.	Sept. 5, 1972 to Jan. 31, 1973
	9:30 a.m. to 3:00 p.m.	June 4, 1973 to Aug. 31, 1973
Saturdays	9:30 a.m. to 11:30 a.m.	Oct. 7, 1972 to Dec. 16, 1972

GROUP SESSIONS

Mondays	10:30 a.m.	Oct. 2, 1972 to Feb. 26, 1973
Fridays	3:30 p.m.	Oct. 6, 1972 to Feb. 23, 1973
Saturdays	10:00 a.m. and 11:00 a.m.	Jan. 6, 1973 to Jan. 27, 1973

Group sessions ordinarily are held in the Alumni Lounge of Mather Campus Center. Appointments are held in the Office of Admissions located in Downes Memorial.

During the year the admissions officers visit many schools throughout the United States in order to meet and to talk with prospective applicants about Trinity and its programs.

ADVANCED PLACEMENT FOR FRESHMEN

Trinity's academic departments will consider applications from entering freshmen for advanced placement.

Many secondary school students take college level courses under the Advanced Placement Program of the College Entrance Examination Board. Students who wish to apply for advanced placement under this program are usually expected to take the Advanced Placement Tests of the College Entrance Examination Board.

The following departments grant qualitative and quantitative credit for achievement on Advanced Placement Tests, according to the restrictions noted:

Biology	– <i>One and one-quarter</i> course credits for scores of 5, 4, or 3.
Chemistry	– <i>Two</i> course-credits (Chem 111, 112) for scores of 5, 4, or 3, provided a passing grade is also received on an examination administered by the department during the freshman orientation period.

- Classics – *One* course-credit for each of the AP Latin Tests in which a score of 5, 4, or 3 is received.
- English – *One* course-credit for 5 or 4 on the English AP Test.
- Fine Arts
- History of Art* – *Two* course-credits (Fine Arts AH 101, 102) for scores of 5 or 4.
- Studio Art* – *Two* course-credits (Fine Arts SA 111, 112) for scores of 5 or 4.
- History – *Two* course-credits (History 101, 102 – European AP Test; History 201, 202 – American AP Test) for scores of 5 or 4. AP credit in History counts toward general degree requirements only, and not toward a major in History.
- Mathematics – *Two* course-credits (Math 105, 106) for scores of:
– 5, 4, or 3 on AP Calculus BC Test
– 5 or 4 on AP Calculus AB Test
– 3 on AP Calculus AB Test if a Qualifying Exam given by the department is also passed.
- Modern Languages – *Two* course-credits for scores of 5, 4, or 3.
- Physics – *Two* course-credits (Physics 121, 122) and admission to Physics 221 for scores of 5, 4, or 3 on the AP-C Physics Test.
– *Two* course-credits (Physics 101, 102) for scores of 5, 4, or 3 on the AP-B Physics Test.
– *Two* course-credits and admission to Physics 221 for scores of 5 or 4 on the AP-B Physics Test provided the student's general background in Physics and Mathematics is found to be satisfactory after review by the Department.

Any department is allowed to give quantitative or qualitative credit, or both, to an entering freshman on the basis of its own special examination.

Students who have taken college-level courses in programs other than the CEEB Advanced Placement Program may request consideration for advanced placement and credit in individual departments at Trinity.

All requests and applications for advanced placement should be made to the Registrar before September 1 of the year of entrance. Receipt by

the Registrar of an Advanced Placement score report will be considered an application for advanced placement and credit.

FOREIGN STUDENTS

The policy of Trinity College is to welcome qualified foreign students. However, scholarship resources and other financial aids for foreign students for the academic year 1973-1974 are expected to be minimal. Such students are integrated into the academic and social life of the College and are expected to complete their degrees on the same basis as other students. Realizing, however, that differences in preparation may exist between foreign students and students educated in the United States, the College is willing to make certain adjustments (see section, *Academic Standards and Regulations*, Irregular Candidates). Such students may sometimes find that more than the customary four years is necessary to complete their degrees and, therefore, should be cautious about their temporal and financial budgets.

Trinity College has been approved for attendance of non-immigrant students under the Immigration and Nationality laws by the Immigration and Naturalization Service at Hartford (April 30, 1954) with the file number A10 037 658.

ADMISSION TO ADVANCED STANDING BY TRANSFER

Students whose academic records are of good to excellent quality at other accredited colleges or at junior colleges who wish to transfer should write to the Director of Admissions for information about the procedure.

A small number of transfer students will be admitted to commence study in the second semester. Also, a small number will be offered admission to start their study in September, 1973.

For mid-year admission consideration, applications must be *completed* by December 1, 1972. The College will endeavor to notify all mid-year candidates no later than January 10, 1973.

Students desiring to commence their studies at Trinity in September, 1973, must *complete* the application process by March 1. However, since the Committee on Admissions will begin to review transfer applicants in early February, it is urged that the application process be initiated early and completed promptly. All September admission applicants normally will be notified by late April.

No applicant will be considered who is not in good standing at his college.

Because of their somewhat limited nature, college funds endowed for

the purpose of providing financial assistance are not usually available to a transfer student. However, the Director of Financial Aid is willing to counsel the student about this matter.

As a general rule, transfer credit will be given for courses comparable to those offered in the Trinity curriculum in which the applicant has received grades of C— or better. However, in all cases, the Registrar has the right to award or withhold credit.

Financial Aid

THE EXPENSE of an education in an independent college is often more than the student and his family can meet during the four undergraduate years. The College is cognizant of this situation and has therefore established a substantial program of financial aid designed to provide assistance to deserving young men and women who desire to study at Trinity, but whose resources are insufficient to meet the total cost of education.

Central to the College's program is the concept of financial need. The College assumes that the parents and the student together will accept responsibility for as great a share as possible of the total educational costs. Where such family resources are inadequate, the College will attempt to provide supplementary assistance on a competitive basis to those students deemed needy and most deserving of such aid. Approximately one-quarter of Trinity's undergraduates are receiving financial help from College resources.

GENERAL INFORMATION

Funds to support the program of financial assistance come from several sources. A portion of the College's endowment has been specifically reserved for scholarship purposes, and income from the various trust arrangements so designated forms the basis of Trinity's financial aid program. These funds are augmented by the College, which allocates a part of its annual operating income toward the maintenance of the program. Gifts from alumni, parents and friends are an important source of funds for scholarship and loan purposes as well. Also, the United States Government has made available additional funds under the National Defense Education Act as amended and the Higher Education Act of 1965 as amended to supplement the College's resources.

In general, Trinity awards financial aid according to a technique known as "packaging"; i.e., each recipient is normally expected to meet part of his financial need through bursary employment and the use of loan funds, with the balance coming from the College in the form of a direct grant. Usually the student is expected to meet a greater share of

his need through term and summer employment and/or borrowing as he progresses throughout his undergraduate years. The College does attempt, however, to adjust the composition of the aid package to most effectively meet the unique needs of each student and his family. Specifically, the aid package may consist of one or more of the following:

1. *Direct grants* from College scholarship funds and federally-provided Educational Opportunity Grants;
2. *Loans* from College funds set aside for this purpose, or from the National Defense Student Loan Fund;
3. *Bursary employment* in College jobs, in the College Work-Study Program or in part-time off-campus jobs.

Each award of financial assistance is made for a single academic year only. However, the student who receives assistance from the College for his freshman year can be assured that continued aid will be forthcoming throughout the undergraduate years so long as he merits such assistance and has need of it. Each year the College is able to help a few new upperclass applicants for assistance, but funds for this purpose are limited and no guarantee of continued support can be made to the recipient in this category. All awards are made through the Office of the Director of Financial Aid.

TERMS OF AWARD

All financial aid is awarded on the basis of the following factors:

1. *Financial need* – Demonstrated financial need, as determined by the needs-analysis procedures developed by the College Scholarship Service of Princeton, New Jersey, is the primary requisite for financial assistance. Trinity, along with more than 900 other colleges and universities, subscribes to these procedures, and expects each applicant for assistance to file the CSS form known as the Parents' Confidential Statement.
2. *Intellectual promise* – The recipient shall have sufficient aptitude and a record of satisfactory achievement which indicate that he can be expected to meet the academic requirements of Trinity College.
3. *Character* – The recipient shall have an outstanding character, as demonstrated by an ability to assume responsibility, a strong sense of personal integrity, and a spirit of unselfishness.
4. *Leadership* – The recipient shall show evidence of leadership by participation in the life of his school and community, and by an ability to bring out the best in other people.

METHOD OF APPLICATION

In order to be given consideration for financial assistance, a candidate for the Freshman Class must complete the following steps:

1. File a Personal Application for Admission form with the Director of Admissions by January 1 of the year he intends to enter.
2. File a Trinity Financial Aid Application with the Director of Financial Aid by January 1 of the year he intends to enroll.
3. File a completed Parents' Confidential Statement with the College Scholarship Service by January 15, and direct that a copy be forwarded to Trinity College. This form may be obtained from the secondary school guidance office. If the form is not available, the applicant may write directly to the College Scholarship Service at the address nearest his home: Box 176, Princeton, New Jersey 08540; Box 881, Evanston, Illinois 60201; or Box 1025, Berkeley, California 94701.

TERMS FOR RENEWAL OF AWARDS

Renewal of financial aid is based upon the following factors:

1. *Financial need* – Continued need for assistance must be demonstrated by the student and his family.
2. *Academic competency* – (a) Each applicant for a renewal award is expected to have maintained an academic average commensurate with his indicated academic potential. (b) As a general rule, an applicant for renewal must be in good standing (i.e., not on probation), and be progressing satisfactorily toward the degree. The fact that a student meets minimal academic requirements does not automatically entitle him to renewed aid.
3. *Personal qualities* – Each applicant for renewed aid shall have maintained the same high personal standards required for the original award. He shall show by his mode of living that he is making the most economical use of the aid awarded to him.
4. *Job performance* – Each applicant must have demonstrated satisfactory performance in any bursary employment or College Work-Study Program position which was assigned as a part of the previous year's award.

METHOD OF APPLICATION FOR RENEWAL

Each recipient of financial aid who wishes to apply for a continuation of assistance must complete the application process prior to March 15 of

each academic year. All necessary renewal forms may be obtained from the Office of Financial Aid and should be returned directly to the Office by the date specified above. The following items must be completed:

1. Parents' Confidential Statement – An analysis of information contained on this form will enable the Office of Financial Aid to make adjustments in each renewal award in response to changing family circumstances.
2. Undergraduate Application for Financial Aid
3. A photostatic copy of the parents' latest federal income tax return, if requested by the Director of Financial Aid.

SOURCES OF SUPPLEMENTARY ASSISTANCE

The Director of Financial Aid is available at all times to counsel with students and their families about financial matters. The College endeavors to maximize the use of its resources so that as many needy and deserving students as possible are helped each year. Upperclassmen who wish to be considered for financial aid are urged to communicate with the Director promptly so that she may provide the necessary materials and instructions for filing applications. Requests of this nature will be given consideration prior to the beginning of each academic term.

Applicants who seek aid from the College are also advised to investigate opportunities in their communities. Rotary, Kiwanis and other service organizations may have scholarship programs; so, too, may the candidates' high schools. Various states and local banks offer low-rate loan programs, and several states support scholarship programs. Numerous company and corporation scholarship plans as well are open for application.

In addition, the Higher Education Act of 1965 established the Guaranteed Insured Loan Program, a plan under which low-cost educational loans can be made available to student borrowers. Each state has a student loan guarantee plan for its residents. Students interested in this opportunity should inquire at one or more of their local banks, or may contact United Student Aid Funds, Inc., or their state Higher Education Assistance Agency. Generally these loans are available to any student, but students who can demonstrate financial need do enjoy interest subsidies. Students wishing to apply for the interest subsidy must submit a Parents' Confidential Statement to the College's Financial Aid Office even if the student has not applied for aid from the College's resources, so that a determination of need can be made and recommended to the loan agency.

STUDENT EMPLOYMENT

All matters pertaining to student employment are handled through the Office of Financial Aid. On-campus bursary jobs in the Dining Hall, Library, and administrative offices are such that they do not interfere with the normal academic schedule. Ordinarily, such work does not consume more than fifteen hours per week. The minimum hourly rate is \$1.85.

There are also numerous opportunities for employment in the Greater Hartford area. The Office of Career Counseling serves as a liaison between students and outside employers.

VETERANS

Students admitted to Trinity who intend to study under Public Law 89-358 should, upon admission to Trinity, communicate with their local Veterans' Administration Office, requesting an application for a program of education under this law.

College Expenses

THROUGH THE generosity of its friends, the College has an endowment sufficient to give students an education which costs considerably more than the actual tuition charged.

Bills for tuition, fees, room and board are rendered and are payable before the opening of each semester on the dates shown in the college calendar. All checks should be made payable to "The Trustees of Trinity College." Any individual who fails to pay his bills on time may not attend classes, register, or utilize campus facilities. A charge of fifty dollars is made for late payment. No refund for tuition, fees, or room is made for courses dropped, for absences, or for withdrawal from college. Board refunds are made on a pro rata basis.

Supplementary bills for extra courses and fees not included in the original billing will be rendered when applicable and are payable within ten days.

Parents or guardians may also pay term bills by alternate arrangements made available to them by the Richard C. Knight Agency of Boston: (1) the Insured Tuition Payment Plan or (2) the Extended Repayment Plan. The Insured Tuition Payment Plan is based on prepayments on a monthly basis without interest and with insurance protection on the earning power of the parent. The Extended Repayment Plan is an insured loan program under which four years of educational expenses may be paid over a period of approximately six years. Use of either plan is optional and is suggested solely as a convenience. Information about both plans is sent to the parent of each incoming student when the student has been accepted for admission. Inquiries should be addressed to: Richard C. Knight Agency, Inc., Insured Tuition Payment Plan, 6 St. James Avenue, Boston, Massachusetts 02116.

Communications regarding college expenses should be addressed to the Assistant Comptroller.

Schedule of College Fees 1972-1973

Tuition per year \$2700.00*

(Tuition increases of \$200.00 per year, subject to annual review, are anticipated as long as educational costs continue to rise.)

General Fee per year \$125.00

(Payable at the beginning of the year, this fee partially finances the operation of the Student Center, student accident and sickness insurance, vocational tests, laboratory fees, student post office box, and admission to athletic events.)

Student Activities Fee per year \$60.00

(Payable at the beginning of the year, this fee, enacted by the Mather Hall Board of Governors, finances student organizations, publications, and the radio station. Class social assessments and I. D. card costs are also paid from this account.)

Fee for sixth course \$270.00

Campus Parking Fee \$20.00

Extra Fee for Private Music Instruction at Hartt College of Music

Fees for private music lessons at Hartt College will be billed by Hartt in addition to the regular tuition charges rendered by Trinity. Such fees will vary from \$100-\$300 for one-half hour lesson per week, per term, depending on the charges of the instructor.

Additional Expenses for Resident Students

Room Rent per year \$700.00*

Board in College Dining Hall:

7-day meal plan per year \$600.00*

5-day meal plan per year \$530.00*

Please note: The above fees do not include the cost of books and classroom supplies, travel expenses, laundry, clothes, medical expenses, and fraternity fees.

Deposit

General Deposit \$50.00

(This is payable at the beginning of the freshman year and renewed as necessary. Against this deposit will be charged laboratory breakage, lost or damaged library books, parking fines, late payment charges, room damage, the cost of keys, athletic equipment, and other college property lost or not returned on schedule. Any balance remaining after completion of the senior year is refundable.)

*These fees are payable one-half at the beginning of each term.

Scholarships

In general, scholarships are awarded only on evidence of financial need. Applications for scholarships must be made on forms provided by the Office of Financial Aid, and, in the case of students in college, must be submitted on or before March 15. Freshman applications must be completed by February 15. Complete details concerning financial aid and the continuation of scholarship grants will be found in the section, *Financial Aid*.

SCHOLARSHIPS

Aetna Life & Casualty – to provide financial assistance to disadvantaged and/or minority students in furthering their education.

Alumni Area – Four local Alumni Associations are authorized by the Trustees of Trinity College to provide scholarships for students of the College with the concurrence of the Committee on Financial Aid. Application for such grants should be made through the Office of Financial Aid.

Walker Breckinridge Armstrong – given by Walker Breckinridge Armstrong, '33, of Darien, Connecticut.

Arrow-Hart – given by Arrow-Hart, Inc., of Hartford, with preference to be given to sons and daughters of company employees.

Clinton J., Jr. and Gertrude M. Backus – given by Mr. ('09) and Mrs. Clinton J. Backus of Midway City, California.

George F. Baker – given by the George F. Baker Trust for promising students interested in business as a career. Three or four scholarships are awarded annually, each for four years.

Cesare Barbieri – given by the Cesare Barbieri Endowment for a student from Italy at Trinity College.

Isbon Thaddeus Beckwith – given by the Rev. I. T. Beckwith, Hon. 1898, of Atlantic City, New Jersey.

Bethlehem Steel Corporation – given by Bethlehem Steel Corporation of New York City.

Bishop of Connecticut – given by the Rt. Rev. Walter H. Gray, D.D., Hon. '41, of Hartford.

Grace Edith Bliss – given by Grace Edith Bliss of Hartford.

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Garrett D. Bowne – bequest of Mary Germly Bowne of Pittsburgh, Pennsylvania, in memory of her husband, Class of 1906.

John F. Boyer Memorial – given by Francis Boyer, Hon. '61, of Philadelphia.

Lucy M. Brainerd – given by Lyman B. Brainerd, '30, of Hartford, Trustee of the College. Additions have been made by members of the family.

Susan Bronson – given by Miss Susan Bronson of Watertown, Connecticut.

Capital Area – in recognition of its special relationship to the Hartford community, the College has provided scholarships for outstanding young men and women from Hartford and neighboring towns. Awards are based on need as measured against the college expenses. Up to ten Capital Area Scholarships are awarded each year. These scholarships will be continued for four successive years if warranted.

Frederic Walton Carpenter – given by members of the family of Frederic Walton Carpenter and others.

Class of 1916 Memorial – given by the Class of 1916.

Class of 1918 Memorial – established in 1968 by members and friends of the Class of 1918, in memory of classmates and of Laurence P. Allison, Jr.

Class of 1935, Memorial of William Henry Warner – given by the Class of 1935 in memory of their classmate.

Class of 1940 – given by the Class of 1940.

Martin W. Clement – given by his wife Elizabeth W. Clement and children Alice W., James H., and Harrison H. Clement in honor of Martin W. Clement, '01, Hon. '51, Trustee of the College, 1930–1963, of Philadelphia, Pennsylvania. This fund has also been augmented by gifts from many friends. Scholarships are awarded to students from the Greater Philadelphia area.

Archibald Codman – given by Miss Catherine A. Codman, the Rt. Rev. Robert Codman, 1900, Edmund D. Codman of Portland, Maine. Appointments made annually by the Bishop of Maine.

Richard H. Cole – given by Richard H. Cole of Hartford.

Collegiate – gifts for scholarship purposes where a special scholarship was not designated.

E. C. Converse – given by Edmund C. Converse of Greenwich, Connecticut.

Harold L. Cook – bequest of The Rt. Rev. Monsignor Harold L. Cook, '47 of Plymouth, Indiana, for pre-medical or pre-theological students.

Herman Crown Investment League – given by The Herman Crown Investment League, a Trinity student investment club, for a senior economics major.

Lemuel J. Curtis – given by Lemuel J. Curtis of Meriden, Connecticut.

Charles F. Daniels – given by Mrs. Mary C. Daniels of Litchfield, Connecticut.

J. H. Kelso Davis Memorial – to honor the memory of J. H. Kelso Davis, 1899, Hon. '23, of Hartford, Trustee of the College from 1924 to 1956.

Cameron J. Davis – established in memory of the Rt. Rev. Cameron J. Davis, 1894, retired Bishop of the Protestant Episcopal Diocese of Western New York, for students from the Western New York area.

J. H. Kelso Davis Memorial – to honor the memory of J. H. Kelso Davis, 1899, Hon. '23, of Hartford, Trustee of the College from 1924 to 1956.

Jane N. Dewey – given by Mrs. Albert T. Dewey of Manchester, Connecticut.

Edward H. and Catherine H. Dillon – given by Catherine H. Dillon of Hartford.

George William Douglas – given by the Rev. George William Douglas, 1871, M.A. 1874, Hon. 1895, of New York City.

Alfred J. and Elizabeth E. Easterby – given by Charles T. Easterby, '16, of Philadelphia, Pennsylvania.

William S. Eaton – given by Mrs. Julia Allen Eaton, of Hartford, and others in memory of her husband.

Jacob W. Edwards Memorial – given by relatives and friends of Jacob W. Edwards, '59. This scholarship is awarded to a member of the Freshman Class and will provide a full-need grant for the remainder of his undergraduate years and for the first year of graduate study.

Leonard A. Ellis – given by Leonard A. Ellis, 1898, of San Diego, California.

James S. and John P. Elton – given by James S. Elton and John P. Elton, 1888, Waterbury, Connecticut, Trustee of the College from 1915 to 1948.

Gustave A. Feingold – bequest of Dr. Gustave A. Feingold, '11, of Hartford.

Rabbi and Mrs. Abraham J. Feldman – given by the Trustees of the Congregation Beth Israel of Hartford, Connecticut, for students from the Greater Hartford area.

S. P. and Barr Ferree – given by Mrs. Annie A. Ferree of Rosemont, Pennsylvania.

George M. Ferris – given by George M. Ferris, '16, for students from the Washington, D.C., area.

Thomas Fisher – given by estate of Thomas Fisher.

Edward Octavus Flagg, D.D. – given by Mrs. Sarah Peters Flagg of Woodcliff Lake, New Jersey.

Frank Roswell Fuller – given by Frank Roswell Fuller of West Hartford, Connecticut.

Elbert H. Gary – given by Elbert H. Gary, Hon. '19, of Jericho, New York.

James Hardin George – given by Mrs. Jane Fitch George of Newtown, Connecticut.

Michael P. Getlin – established in memory of Michael P. Getlin, '62, for students from the Greater St. Louis area.

George Shepard Gilman – given by the family of George Shepard Gilman, 1847.

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Goodwin-Hoadley – established by Daniel Goodwin and George E. Hoadley. One is awarded each year to the student of the highest scholastic rank from the public schools of Hartford who enters Trinity College and who is not receiving other scholarship aid; the nomination to these scholarships is vested in the Board of Education.

David S. Gottesman – given by Mr. David S. Gottesman, '48 of New York.

Greenberg Family Foundation – given by Mr. Leonard E. Greenberg, '48 of West Hartford.

B. Howell Griswold – given in honor of B. Howell Griswold, 1866, for students from the state of Maryland.

Stella and Charles Guttman Foundation – to provide financial assistance to students with financial need, with preference to students of recognized ability who have completed two academic years of college and who are contemplating graduate or professional study.

Karl W. Hallden Engineering – given by the late Karl W. Hallden, '09, Sc.D. '55, of Thomaston, Connecticut, Trustee of the College.

Jeremiah Halsey – given by Jeremiah Halsey, Hon. 1862, of Norwich, Connecticut.

Hartford Insurance Group – a scholarship grant for full tuition and college fees given by the Hartford Fire Insurance Company Group.

Hartford Rotary-Charles J. Bennett – given by Trustees, friends, and the Hartford Rotary Club, in memory of Charles J. Bennett of Hartford.

Holland – established by Mrs. Frances J. Holland of Hartford, daughter of Bishop Brownell, the founder of the College, in memory of her husband, Thomas Holland. Three tuition scholarships, to be held during the following year, are awarded by the Faculty to the students attaining the highest rank in the junior, sophomore and freshman classes respectively.

Rex J. Howard – given by J. Blaine Howard in memory of his son, Rex. J. Howard, '34.

Illinois – A special fund established in 1947 provides scholarships for young men and women who reside in the State of Illinois. They are awarded on the basis of intellectual distinction, character, leadership ability, and need. There are nearly 40 Illinois Scholars now at Trinity College. Approximately ten new Illinois Scholarships will be awarded annually.

Dorothy A. and Glover Johnson – given by Dorothy A. and Glover Johnson, '22, Hon. '60, of New Rochelle, New York, Trustee of the College, to support the Dorothy A. and Glover Johnson Scholarships for graduates of Trinity School and Trinity-Pawling School, respectively.

George Kneeland – given by Miss Adele Kneeland and Miss Alice Taintor, both of Hartford.

Vernon K. Krieble – given by relatives and friends in memory of Dr. Vernon K. Krieble, Scovill Professor of Chemistry.

George Thomas Linsley – bequest of Mrs. Helen L. Blake of Farmington in memory of her first husband. The Rev. George Thomas Linsley, D.D.

The Rev. Flavel Sweeten Luther – given by E. Selden Geer, Jr., '10, in memory of the Rev. Flavel Sweeten Luther, former President of Trinity College.

George Sheldon McCook Memorial – given by the family of George Sheldon McCook, 1897.

George Payne McLean (Hon. '29) – given by Mrs. George Payne McLean of Simsbury, Connecticut.

Caroline Sidney Mears – given by Dr. J. Ewing Mears, 1858, of Philadelphia, Pennsylvania.

Memorial – gifts in memory of alumni and friends.

Moak-Trinity Fund – given by the Cymoak Foundation of Miami, Florida.

Robert S. Morris – given by the late Robert S. Morris, '16, of West Hartford, Connecticut.

Shiras Morris – given by Mrs. Grace Root Morris of Hartford.

John Shapleigh Moses – from a bequest of Annette Foxall McCarteney Moses of Andover, Massachusetts in memory of John Shapleigh Moses, D.D., '14.

Clarence E. Needham – bequest of Edith S. Needham of Shaker Heights, Ohio, in memory of her husband, Class of 1911.

William J. Nelson – from a bequest of William J. Nelson, '10, of Plaistow, New Hampshire, and memorial gifts from his family and friends.

Gustav P. Nordstrom – from a bequest of Estelle E. Goldstein of Hartford in memory of Gustav P. Nordstrom, '29.

Remsen Brinckerhoff Ogilby – given by Messrs. Carlos B. Clark, Hon. '43, James B. Webber, Joseph L. Webber, Richard H. Webber, Oscar Webber, and James B. Webber, Jr., '34, of Detroit, Michigan.

Dwight Whitefield Pardee – given by Miss Cora Upson Pardee of Hartford.

Alfred L. Peiker – bequest of Alfred L. Peiker, '25 of West Hartford, and memorial gifts from family and friends.

Henry Perkins – given by Mrs. Susan S. Clark of Hartford. Nominations made by the Bishop of Connecticut.

John Humphrey Pratt – bequest of John H. Pratt, Jr., '17 of Darien, Connecticut.

RCA Science Teaching – given by Radio Corporation of America to a student in science or engineering who is planning on a career in the teaching of science at either the secondary school or college level.

Returned Scholarship Fund – given by Harold L. Smith, '23, of New York, George H. Cohen, '11, and Naaman Cohen, '13, of Hartford, and the Rev. Philip H. Kylander, Jr., '57, of Natick, Massachusetts.

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Governor Abraham A. Ribicoff – given by the Suisman Foundation, Inc., of Hartford.

Maria L. Ripley – given by Miss Maria L. Ripley of Hartford.

Edward C. and Ann T. Roberts – given by the Edward C. and Ann T. Roberts Foundation of Hartford for students from urban areas at Trinity College.

The St. Anthony Educational Foundation – founded in 1957, is awarded annually to a student who has a high academic standing and takes an active part in undergraduate affairs.

Bishop Samuel Seabury – for Episcopal students are maintained by annual gifts from various Episcopal parishes. The scholarships are open to members of the Protestant Episcopal Church. The Christ Church Cathedral (Hartford) Scholarship is awarded with preference to members of the Cathedral parish and of the Diocese of Connecticut. Other scholarships are or have been supported by Trinity Church, New Haven, Christ Church, Greenwich, St. Mark's Church, New Britain, St. John's Church, Washington, Trinity Parish, Southport, Connecticut; Church of the Holy Trinity, St. James' Church, St. Michael's Church, New York City; St. Peter's Church, Beverly, St. John the Evangelist, Hingham, Emmanuel Church, Braintree, Massachusetts; St. Andrew's Church, Trenton, Holy Trinity, Collingswood, New Jersey; St. Martin's Church, Providence, Rhode Island; Trinity Cathedral, Pittsburgh.

Society for Savings – full tuition scholarship for student from Greater Hartford area in need of financial assistance to complete education.

Charles Byron and Ila Bassett Spofford – to provide financial assistance to students with financial need.

General Griffin A. Stedman, Jr. (1859, M.A. 1863) Memorial – given by Miss Mabel Johnson of Hartford.

Mitchell B. Stock – given by Mitchell B. Stock of Bridgeport, Connecticut.

John Strawbridge – for students from England. Three scholarships in the amount of \$4,350 are awarded per year for four years. This amount is sufficient to pay tuition, board, room, incidental expenses, and annual transportation from home to campus and return. Applications should be made through the English Speaking Union of the Commonwealth, Dartmouth House, 37 Charles St., Berkeley Square, London, W.1., England.

Suisman Foundation, Inc. – given by the Suisman Foundation, Inc., of Hartford.

Samuel C. Suisman – to provide financial assistance to students with financial need, preferably to a rising senior who has made substantial contribution in extracurricular activities and has shown general leadership qualities.

Samuel C. and Edward A. Suisman – given by Samuel C. and Edward A. Suisman of West Hartford.

Swiss Reinsurance Company – given by the Swiss Reinsurance Company through the North American Reassurance Company and the North American Reinsurance Corporation for a student majoring in mathematics.

Edwin P. Taylor, III – given by members and friends of the family of Edwin P. Taylor, III, '46.

Mathew George Thompson – given by the Rev. Mathew George Thompson, Hon. '20, of Greenwich, Connecticut.

Melvin W. Title – given by the Suisman Foundation, Inc., of Hartford, Connecticut, and friends.

William Topham – given by Mrs. Margaret McComb Topham of New York City.

Trinity Church (New York City) – given by Trinity Parish, New York. Nominations made by the Rector, Wardens, and Vestry of Trinity Church, New York.

B. Floyd Turner – given by B. Floyd Turner, '10, of Glastonbury, Connecticut.

Raymond J. Wean – given by Raymond J. Wean, Hon. '54, of Warren, Ohio, Trustee of the College.

James B. Webber, Jr., Memorial – given by the late Eloise and Richard Webber Foundation in memory of James B. Webber, Jr., '34, to provide scholarship grants for young men who reside in the state of Michigan.

Western Connecticut Trinity Alumni – established by gifts from the Western Connecticut Trinity Alumni Association in 1961. Preference is given to students from Western Connecticut.

Mary Howard Williams – given by Augusta Hart Williams of Hartford.

Isidore Wise – given by Isidore Wise, Hon. '49, of Hartford.

Charles G. Woodward – given by Charles G. Woodward, 1898, of Hartford, Trustee of the College from 1917 to 1950.

Vertrees Young – given by Vertrees Young, '15, of Bogalusa, Louisiana, Trustee of the College.

SCHOLARSHIPS FOR STUDENTS PREPARING FOR THE MINISTRY

The following scholarships are awarded only to students who are preparing to enter the ministry. Applicants for these scholarships will apply on the usual forms, and the same general rules will apply to them as govern the award of other scholarships.

Thomas Backus – given by the Rev. Stephen Jewett, Hon. 1833, of New Haven, Connecticut.

Daniel Burhans – given by the Rev. Daniel Burhans, Hon. 1831, of Newtown, Connecticut.

John Day Ferguson and Samuel Moorewood – given by Mrs. Jennie Taylor Kingsley of New Haven, Connecticut.

George F. Goodman – given by Richard French Goodman, 1863, of Newtown, New Jersey.

Horace B. Hitchings – given by the Rev. Horace B. Hitchings, 1854.

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Horace B. Hitchings – given by the Rev. Horace B. Hitchings, 1854.

Harriette Kirby – given by Miss Harriette Kirby of Hartford.

Horatio N. Lake – given by Horatio N. Lake of Bethlehem, Connecticut.

Isaac Toucey – given by the Honorable Isaac Toucey, Hon. 1845, Trustee of the College from 1830 to 1869, of Hartford.

Isaac H. Tuttle – given by the Rev. Isaac H. Tuttle, 1836, of New York City.

Nathan M. Waterman – given by General Nathan Morgan Waterman of Hartford.

STUDENT LOAN FUNDS

Alumni, Senior – established in 1938 by gifts of the Alumni Association of Trinity College.

Backus, Clinton Jirah and Carrie Haskins – established in 1950 by Clinton J. Backus, '09, of Midway City, California.

Mead, George J. – established in 1951 by bequest of George J. Mead, Hon. '37, of Bloomfield, Connecticut – The income to be used for loans to students majoring in economics, history, government or languages.

Edward J. Myers and Thomas B. Myers Trinity College Student Loan Fund – established by Thomas B. Myers, '08, in his name and in that of his brother, Edward J. Myers, '14, with preference to graduates of accredited Racine County (Wisconsin) high schools.

National Defense – Under provisions of the National Defense Education Act of 1958, loans are made available for students with financial need.

New England Society of New York – established in 1945 by the New England Society of New York, used for short-term small loans.

Remsen Brinckerhoff Ogilby – established in 1943 by gifts of Carlos B. Clark, Hon. '43, and James W. Webber, Jr., '34, and his family, all of Detroit, Michigan.

Trinity – established by vote of the Trustees of the College in 1952 to provide loans comparable to the terms and conditions of the Mead Loan Fund for students majoring in other fields.

Fellowships

For further information regarding Fellowships, inquiry should be made to the Dean for Educational Services.

The H. E. Russell Fellowships, endowed by a legacy from Henry E. Russell of New York, pay to the recipients about \$1,100 each annually. One is awarded each year by vote of the Faculty to a member of the graduating class who gives evidence of superior ability and who engages to pursue an approved course of nonprofessional graduate study at Trinity College or at some American or foreign university approved by the Faculty. The incumbent holds the Fellowship for two years and may not be married.

The Mary A. Terry Fellowship, endowed by a legacy from Miss Mary A. Terry of Hartford, pays to the recipient about \$2,000. It is awarded annually by the President upon the recommendation of the Faculty to a member of the graduating class who gives evidence of superior ability and who engages to pursue an approved course of graduate study in the arts and sciences at Trinity College or at some other college or university approved by the Faculty. The incumbent holds the Fellowship for one year.

The W. H. Russell Fellowships, endowed by a gift from William H. Russell of Los Angeles, California, pay to the recipients about \$600 each annually. One is awarded each year by vote of the Faculty to a member of the graduating class who gives evidence of superior ability and of a desire to continue study after being graduated at Trinity College. The incumbent holds the Fellowship for two years.

The Thomas J. Watson Foundation each year receives from Trinity College four nominations of graduating seniors who then participate in a national competition. Fellowships of \$6,000 (\$8,000 for married students) are awarded to those who are selected (approximately 50% of the nominees) so that they may pursue an independent program of travel and study in the year following graduation. All seniors, regardless of career plans or rank-in-class, are eligible to compete for the College's nomination.

Prizes

The **John C. Alexander Memorial Award** was established by friends of John C. Alexander, 1939, to memorialize his name and, in some way, to identify a Trinity undergraduate who possesses some of the qualities that he possessed. It is presented annually to a senior or junior economics major who is a member of a varsity squad and who has demonstrated the most academic progress during his Trinity career.

Alumni Prizes in English Composition of \$300 and \$200 from the income of a fund contributed by the Alumni, are awarded to the students who present the best essays on subjects approved by the Department of English. Essays originally prepared for academic courses, for publication in the *Trinity Tripod*, or especially for the contest will be accepted, but no student may offer more than one entry. Essays must be submitted to the Department on or before April 27.

Trinity Alumnus Prizes in Prose Fiction of \$30, \$20, and \$10 are annual awards established by Mr. Clarence I. Penn of the Class of 1912. Original manuscripts of short stories or novelettes are to be submitted to the Department of English on or before April 27.

Book Prizes for Excellence in Spanish are presented to graduating seniors who have shown outstanding progress and achievement in their work in Spanish at the College.

The **Greater Hartford Branch of the American Association of University Women** presents annually to a graduating senior woman a courtesy membership in the local chapter.

The **American Society of Mechanical Engineers Prize** is awarded by the Hartford Chapter of the American Society of Mechanical Engineers to the senior who makes the highest record in the Engineering Department.

The **Connecticut Valley Section of the American Chemical Society Award** is given in recognition for outstanding accomplishment in the study of chemistry.

The **Chemical Rubber Company Award** is made to the outstanding freshman chemistry student as evidenced by scholastic achievement in beginning chemistry.

The **Cesare Barbieri Essay Prizes**, a gift from the Cesare Barbieri Endowment, for essays in Italian studies are awarded on Honors Day. Students interested in competing for these prizes should consult the Director of the Cesare Barbieri Center of Italian Studies. Essays must be submitted before April 27.

Cesare Barbieri Prizes for Excellence in Spoken Italian, a gift from the Cesare Barbieri Endowment, are awarded to those students who show excellence in speaking and understanding the Italian language. The competition must be completed before April 27.

The F. A. Brown Prize, founded in 1897 by Mrs. Martha W. Brown of Hartford in memory of her husband, is awarded to a student who delivers an oration over the College radio station or at a public function.

The Delta Phi Alpha Book Prize is awarded to the most meritorious student in the field of German studies. The prize, a book by a well-known German author, is made available by Delta Phi Alpha, the National German Honorary Fraternity, through the Trinity College Chapter, Delta Upsilon. If in any academic year the local chapter does not initiate any new Delta Phi Alpha members, the book prize is not available that year.

The Ferguson Prizes in Economics, History, and Government, founded in 1890 by the late Professor Henry Ferguson of the Class of 1868, are offered annually for the best essays submitted to each of the three Departments of History, Economics, and Government. Two prizes are offered by each Department, a first prize of \$180 and a second prize of \$120. All essays must be typewritten. They must be submitted to the Chairman of the Department before dates indicated below.

Economics – The prizes are offered to seniors for the two best essays on topics approved by the Department. April 27.

History – The two Ferguson Prizes will be awarded for essays which exhibit the qualities of excellence in historical scholarship and writing. All Trinity undergraduates are eligible to compete for the Ferguson Prizes. April 27.

Government – The prizes are offered for the two best essays submitted for any undergraduate course, tutorial, or seminar in the Department during the academic year. April 27.

The Ronald H. Ferguson Prizes in French of \$300 and \$150 were established in 1951 in memory of Mr. Ronald H. Ferguson, Class of 1922. The prizes are awarded for the two best essays, written in French, on subjects approved by the Department, and for the best results of an oral examination. Essays prepared in any regular course of study may be offered in competition, provided that such essays are recommended by the instructor in whose course they were written and that they are approved as well by the Department.

The Samuel S. Fishzohn Awards for Civil Rights and Community Service – established in 1966 in memory of Samuel S. Fishzohn, Class of 1925, a prominent figure in social work and welfare. Awards of \$50 are given each year to two students: one who has demonstrated initiative and creativity in community service, and the other who has worked with dedication in the field of civil rights.

The Goodwin Greek Prizes, one of \$250 and one of \$150, founded in 1884 by the late Mrs. James Goodwin of Hartford, are offered to students in Greek who attain the highest grade of excellence in the courses taken and in a special examination. A student who has received a prize is not again eligible to compete for the same prize. The winners also are awarded a Greek coin of the classical period. The examination, to be held in April, is designed to test the student's general knowledge of Greek and skill in sight translation such as he may properly be expected to acquire from reading in connection with courses. No prize will be awarded unless the work offered is excellent.

The Mary Louise Guertin Actuarial Award was established in 1952 by Alfred N. Guertin, '22, in memory of his mother. The award of \$100 will be made annually

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to the senior selected by three Fellows of the Society of Actuaries, named by the College, as having personal qualities indicative of future executive capacity and leadership in the actuarial profession. The student must also have completed satisfactorily the two preliminary examinations for associateship in the Society of Actuaries or their equivalent, and have acquired scholarship grades in mathematics, English, and economics.

The Karl W. Hallden Engineering Awards, established in 1966 by the late Karl W. Hallden, of the Class of 1909, and his wife, Margaret Hallden, are offered annually to the two seniors majoring in Engineering who have demonstrated by high academic achievement and moral standards the greatest promise of successful professional careers. The first prize award consists of \$300 and a suitable trophy. The second prize award consists of \$200 and a similar trophy.

The Human Relations Award is awarded annually to an undergraduate who during the year has exhibited outstanding citizenship and sportsmanship. Sportsmanship is interpreted in its broadest sense and does not necessarily include achievement in athletics.

The George J. Mead Prizes are awarded under the terms of a bequest from the late Mr. George J. Mead, Hon. '37, for accomplishment in the fields of history and government.

Government – An annual prize of \$50 will be awarded on Honors Day to the sophomore or junior receiving the highest mark in Political Science 201, *International Politics*.

History – The Mead Prize of \$50 will be awarded on Honors Day to the freshman who writes the best paper in any history course during the academic year.

The Helen Loveland Morris Prize for Excellence in Music, established by gift of the late Robert S. Morris, '16, is awarded to the student who, in the opinion of the Department of Music, has made an outstanding contribution to music in the College. The prize of \$100 is awarded on Honors Day. A nominee is judged by his record in music courses and in Glee Club, Chapel Choir, College Band, or student recitals. The Department reserves the right to withhold the prize in any year if the required excellence is not achieved.

James A. Notopoulos Latin Prizes, one of \$65 and one of \$35 are from a fund named after Professor James A. Notopoulos in appreciation of his interest in promoting high ideals of learning. The fund was established by an anonymous donor who has suggested that the income from this fund be used to offer a prize primarily for freshman excellence in attainment in Latin, then to upperclassmen. The examination to be held in April, is designed to test the student's general knowledge of Latin and skill in sight translation such as he may properly be expected to acquire from reading in connection with courses.

The Phi Gamma Delta Prizes in Mathematics are offered to freshmen taking Mathematics 105, 106 and to freshmen or sophomores taking Mathematics 201, 202. In each case, the first prize is \$50, the second prize is \$30, and the third prize is \$20. These prizes are from the income of a fund established in 1923, and increased in 1931 by the Alumni authorities of the local chapter of the Fraternity of Phi Gamma Delta.

The Pi Gamma Mu Scholarship Award, authorized by the National Board of Trustees of the Society, is given by the Connecticut Alpha Chapter in the interests of the promotion of scholarship in the social sciences on the Trinity campus. The award is made to one of the top five ranking seniors who have pursued a major in one of the social sciences; additional considerations are that he be outstanding in scholarship and ability and that he shall have pursued a program of studies indicating breadth in the work of the social sciences.

The Donn F. Porter Award was founded in 1954 by the Class of 1953 in memory of Donn F. Porter who was posthumously awarded the Congressional Medal of Honor for valor in action before his death on Heartbreak Ridge, Korea, in 1952. The award is presented annually to a member of the freshman class for outstanding character and leadership.

The Friends of Art Awards for Studio Arts are given for excellence in graphics and painting.

The Peter J. Schaefer Memorial Prize Award – established by the classmates of Peter J. Schaefer, Class of 1964, to memorialize his name, consists of the annual award of books to the two students who have achieved the highest grades in introductory economics in the preceding academic year.

The D. G. Brinton Thompson Prize in United States History of \$50 will be awarded for the best essay in the field of United States History submitted by an undergraduate. Senior Seminar essays in United States History are eligible.

The Melvin W. Title Latin Prizes, one of \$65 and one of \$35, founded in 1958 by Mr. Melvin W. Title of the Class of 1918, are offered to students in Latin who attain the highest grade of excellence in the courses taken and in a special examination. A student who has received a prize is not again eligible to compete for the same prize. The examination to be held in April, is designed to test the student's general knowledge of Latin and skill in sight translation such as he may properly be expected to acquire from reading in connection with courses. No prize will be awarded unless the work offered is excellent.

The Trinity College Library Associates Student Book Collectors Prizes are awarded annually to three students who make collections of books in a specific field, or pertaining to some particular interest in one of these fields, or an intelligently selected nucleus of a general library for the future. Emphasis is placed on the student's knowledge of the contents of the collection and its usefulness. The total number of books or their money value is not a determining factor. The prizes are the gift of Dr. Jerome P. Webster, '10, a Life Trustee of the College and a former Chairman of the Library Associates.

The Miles A. Tuttle Prize of \$300 will be awarded to the member of the Senior Class who writes the best essay in history on a topic selected by the contestant and approved by the Department of History. Senior Seminar essays are eligible for the Tuttle competition. If in the judgment of the Department no essay meets the standards of excellence, no prize will be awarded.

The Ruel Crompton Tuttle Prizes were established in 1941 by the bequest of Ruel Crompton Tuttle of Windsor, Connecticut, Class of 1889, to be awarded annually by the Chairman of the English Department to the two students who are deemed by him respectively the best and second-best scholars in the English Department from the junior class; the first prize will be \$800 and the second prize

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\$400. The terms of award rest solely on the judgment and discretion of the Chairman of the English Department. Students interested in the prizes should confer with the Chairman of the English Department by March 15.

John Curtis Underwood, '96, Memorial Prizes in Poetry of \$30, \$20, and \$10 are annual awards established by Mr. Clarence I. Penn of the Class of 1912. Original manuscripts should be submitted to the Department of English on or before April 27.

The Frank Urban, Jr., Memorial Prize – awarded by the Department of Classical Languages and Civilization for excellence in beginning Greek.

The Wall Street Journal Student Achievement Award is awarded each year to a senior who is judged by the Department of Economics to have done the most outstanding work in the field of economics of any member of his class during his college career. The award consists of an individually engraved medal and a year's free subscription to the Wall Street Journal.

The Frank W. Whitlock Prizes in Drama were founded by a legacy of Mrs. Lucy C. Whitlock, of Great Barrington, Massachusetts, and by her direction bear the name of her son who was a graduate in the Class of 1870.

The Friends of Art Award for Art History is given to that graduating major whose academic record and promise of future achievement best epitomize the goal of The Friends to cultivate and sustain the arts among us.

HONOR SOCIETIES

PHI BETA KAPPA: Robert J. Arceci, '72; Stephen H. Curtin, '72; J. Paul DeJongh, '72; Gregory E. Firestone, '72; Michael H. Fisher, '72; Peter Grant, '72; Larry K. Graves, '72; Holcombe E. Grier, '72; Joseph M. Groden, '72; J. Bruce Gwaltney, '72; Dean H. Hamer, '72; Stephen L. Hill, '72; Michael H. Huberman, '72; Howard M. Kelfer, '72; Alan B. Loughnan, '72; Gregory D. M. Maletta, II, '72; Almer J. Mandt, III, '72; Jeffrey L. Meade, '72; Paul Meyendorff, '72; Jeffrey A. Miller, '72; Cathleen M. Mulligan, '72; Richard N. Palmer, '72; Thomas G. Regnier, '72; David S. Rosenthal, '72; Thomas A. Rouse, '72; Paul M. Sachner, '72; Gregory P. Sammons, '72; James T. Sinnamon, '72; Douglas J. Snyder, '72; David G. Strimaitis, '72; Marc B. Tucker, '72; Jacquelyn B. Volk, '72; Richard H. Walker, '72; Tim N. Wallach, '72; Steven W. Wilcox, '72.

PI GAMMA MU: Thomas S. Ashford, '73; George A. Bachrach, '73; John F. Bahrenburg, '72; Steven E. Barkan, '73; David H. Barnes, '73; Susan F. Bauer, '72; William E. Bilodeau, '73; Neil H. Bobroff, '72; William J. Caldwell, '72; Ronald J. Cohen, '72; Diane L. Colasanto, '73; J. Paul DeJongh, '72; Shelley L. Dickinson, '72; James M. Doyle, '72; Robert K. Ferris, '72; Michael H. Fisher, '72; Michael I. German, '72; Robert K. Gershenfeld, '73; Ned I. Gladstein, '72; George H. Gonyer, '73; Daniel Green, '72; Kenneth W. Harl, '73; Jeffrey P. Harris, '73; John C. Henry, '72; Steven L. Hoch, '73; Susan M. Houghton, '72; Edward W. Huntley, '73; Richard N. Jacobson, '72; Alan B. Loughnan, '72; Gregory D. M. Maletta, II, '72; Jeffrey L. Meade, '72; Jeffrey A. Miller, '72; Michael B. Nobbs, '72; Richard N. Palmer, '72; Nancy J. Perugini, '73; James L. Rosenberg, '72; David S. Rosenthal, '72; Thomas A. Rouse, '72; Paul M. Sachner, '72; Holly A. Schumacher, '72; Christine M. Siegrist, '72; Douglas J. Snyder, '72; Owen M.

Snyder, '73; William G. Speed, 4th, '72; Janet E. Spector, '72; Jeffrey B. Stern, '72; Andrew R. Taussig, '73; Marc B. Tucker, '72; John W. Tyler, '73; Robert G. Walker, '72; Tim N. Wallach, '72; Adam C. Walmus, '72; Walter W. Whitehouse, '72; Edward J. Wojciechowski, Jr., '72; Andrew I. Wolf, '73; Michael J. Zimmerman, '72.

SIGMA PI SIGMA: June M. Cicerchia, '74; John J. Coyne, '73; Philip C. Daley, '73; Demetrios G. Glinos, '73; David A. Harrold, '73; Eric H. Joosten, '73; James G. Knight, '74; Lenn C. Kupferberg, '73; William H. Lawson, '74; Gary A. Plagenhoef, '73; Algis J. Rajeckas, '74; Jeffrey D. Saxe, '74; Marc L. Sherman, '73; Mark L. Splaingard, '73; Jeffrey S. Thompson, '74; Stanley A. Twardy, '73.

DELTA PHI ALPHA: Lynn J. Dowinsky, '74; Robert M. Gottlieb, '74; Juergen Koerber, '73; Frederic A. Munz, '72.

ATHLETIC PRIZES

George Sheldon McCook Trophy, the gift of Professor and Mrs. John James McCook in 1902, is awarded annually by the Athletic Association of the College, through the Committee of the Faculty on Athletics and the captains and managers of the team, to a student in the senior class, who must be in good scholastic standing, on the basis of distinction in athletics. In determining the awards, diligence and conscientiousness in the observance of all rules of drill, training, and discipline are taken into account, as well as manliness, courtesy, self-control, uprightness, and honor at all times, especially in athletic sports and contests. The name of the student receiving the award is attached to the trophy on a silver bar bearing his name and class date. He receives as his permanent property a bronze medal. This trophy is the athletic distinction most coveted in the College.

The Eastern College Athletic Conference "Outstanding Scholar-Athlete Award" is presented annually to the senior who is voted the most outstanding in athletics and scholarship.

The Bob Harron "Outstanding Scholar-Athlete Award," established in 1971 by his friends in memory of Bob Harron, former Director of College Relations at Trinity, will be presented annually to the junior who is voted the most outstanding in athletics and scholarship.

The Blanket Award is awarded to students who have earned 8 varsity letters in 3 different sports. The award is a Trinity College blanket.

The Mears Prize of \$50 was established under the will of Dr. J. Ewing Mears of the Class of 1858. It is awarded by the Faculty on the recommendation of the Chairman of the Department of Physical Education. The prize is awarded to the Trinity undergraduate student who writes the best essay on a topic announced by the Department of Physical Education. The topic may change from year to year, and will be one relevant to college physical education or athletics. No prize is awarded unless two or more students are competing. The essays must be submitted on or before May 1st each year.

The Larry Silver Award, named in memory of Lawrence Silver, Class of 1964, is made annually to the individual, preferably a non-athlete, selected by the Trinity College Athletic Department, who has contributed the most to the Trinity Athletic Program.

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The "1935" Award is presented annually by the Class of 1935 to the player who has been of "most value" to the football team. The qualifications for this award are leadership, sportsmanship, team spirit, loyalty, and love of the game. A major trophy is kept in the college trophy case, and a replica is given to the recipient.

The Dan Jessee Blocking Award is given annually by Donald J. Viering, '42, to that member of the varsity football team who has given the best blocking performance throughout the season.

The Peter S. Fish Soccer Trophy is presented annually to the member of the soccer team who best fulfills the following qualifications: (1) makes the greatest contributions to the team's success and (2) demonstrates gentlemanly conduct, good sportsmanship, and inspirational leadership. The trophy is kept in the college trophy case.

The Harold R. Shetter Soccer Trophy, established in 1950 in memory of Harold R. Shetter, coach of soccer 1948-50, is awarded annually to the member of the varsity soccer squad who has shown the greatest improvement as a player over the previous year and who has also demonstrated qualities of team spirit and sportsmanship.

The Arthur P. R. Wadlund Basketball Award, awarded annually to the most valuable player on the varsity team, was donated by V. Paul Trigg, Class of 1936, in memory of Professor Arthur P. R. Wadlund, Jarvis Professor of Physics. A major trophy is kept in the college trophy room and a replica is presented each year to the winner.

The Coach's Foul Shooting Trophy is awarded annually by the varsity basketball coach to the member of the team who has made the highest foul shooting average in varsity contests.

The John E. Slowik Swimming Award is made annually in memory of John E. Slowik, Class of 1939, Captain in the U.S. Army Air Corps who was killed in action over Germany. The award is to be made to the most valuable member of the varsity swimming team considering ability, conscientiousness in the observance of all rules of practice and training, and qualities of leadership. The first award was made in 1950.

The Robert Slaughter Swimming Award is made annually to the "most improved" member of the varsity swimming team. This award honoring their coach was presented by the members of the swimming team of 1962.

The Newton C. Brainard Memorial Award is made annually to the winner of the college squash racquet championship tournament. The winner's name is inscribed on a bronze plaque on the wall of the squash racquet section of Trowbridge Memorial.

The John A. Mason Award, established in 1953, is presented to that member of the varsity squash racquet squad showing the greatest improvement during the year.

The Dan Webster Baseball Award is awarded annually to the player who has been of "most value" to the baseball team. The major trophy is kept in the college trophy case and a replica is presented to the award winner.

The John Sweet Batting Award is given annually to the member of the varsity baseball team having the highest batting average for the season.

The Robert S. Morris Track Trophy, established in 1953, is awarded annually for the most valuable member of the varsity track team. The qualifications for this award are outstanding performance, attitude, and sportsmanship. The trophy will be kept in the college case and a replica will be given each year to the winner.

The Edgar H. and Philip D. Craig Tennis Award, established in 1956, is awarded annually to a member of the varsity tennis squad who has shown the greatest improvement as a player over the previous year, and who has demonstrated qualities of team spirit and sportsmanship.

The Sheldon Tilney Tennis Trophy is awarded each year to the tennis player who best combines the qualities of sportsmanship and leadership with tennis excellence.

The John Francis Boyer Most Valuable Player Award, established by St. Anthony Hall in 1957, is presented to the player who has been of "Most Value to the Lacrosse Team." A major trophy is kept in the college trophy room and a replica is presented each year to the winner.

The Wyckoff Award is presented annually to the winner of the varsity golf team tournament.

The Torch Award, established in 1962 by Mr. and Mrs. Charles B. Morgan, Bryn Mawr, Pa., is awarded to the person who has done the most to foster and perpetuate crew at Trinity.

The Hartford Barge Club Rowing Trophy, established in 1963 by members of the Hartford Barge Club, is awarded for sportsmanship and most improvement in rowing.

The David O. Wicks, Jr., Prize, established by David O. Wicks, Jr., '63, is awarded to the freshman who best exemplifies the spirit of the founders of the Trinity College Rowing Association.

The Albert C. Williams Hockey Cup is given by his friends and family in memory of Albert C. Williams, Class of 1964, who helped to establish hockey as a sport at Trinity. The cup is awarded to that hockey player who has demonstrated the qualities of leadership, team spirit, and sportsmanship.

The Thomas H. Taylor Fencing Trophy is to be awarded annually to a member of the Trinity College fencing team who, in his enthusiasm and sportsmanlike conduct, has captured the spirit of the art of fencing.

The Marsh Frederick Chase Memorial Fencing Award is presented to the member of the team who has contributed most significantly to the cause of fencing.

Campus Life

THE TRINITY COLLEGE COUNCIL

THE TRINITY COLLEGE COUNCIL is an elected body of eight faculty members, seven undergraduates, three administrators, a member of the Board of Fellows (or a person designated by the Board) and one representative of the Parents Association.

It is advisory to the President of the College, the faculty, the student body and to other appropriate College bodies. The Council may also advise the Trustees through the President of the College. The Council has the responsibility to issue recommendations on questions, on conditions, and on activities which, in its collective judgment, are of moment to the Institution. Such recommendations may be directed to the constituencies represented on the Trinity College Council or to their subdivisions or to the President of the College. Meetings of the Council are held fortnightly. They are open to the College Community and allow participation by the public according to established procedures.

COLLEGE GOVERNANCE

Trinity students are encouraged actively to concern themselves with their own government and regulation. Many of the standing faculty committees include student members.

The rules and regulations concerning student government, dormitories, fraternities, personal conduct, and the like are contained in the *Trinity College Handbook*, published separately. All members of the College community are to be governed by the rules, regulations, and provisions contained in this *Catalogue* and in the *Handbook*. Members of the College are held responsible for knowing the regulations of the College. A system of Administrative Procedures in Matters of Discipline and Dispute is used to adjudicate complaints brought against members of the community.

RESIDENCE HALLS

Trinity is primarily a residential college, but with an increase in the size of the College, not all students will be guaranteed housing on campus during their entire four-year period. Students desiring campus housing sign an annual contract.

Many of the residence halls are arranged in suites which accommodate two to eight students each. There are also a number of single rooms. Fireplaces in the older suites are an attractive heritage from Trinity's past, but fire regulations now prohibit their use. Each room is equipped with essential articles of furniture: bed, mattress, bureau, desk, and chair. Students provide their own rugs, reading lamps, pillows, blankets, waste baskets, linens, and any occasional furniture desired.

Some of the residence halls have furnished lounges, study areas, ironing rooms, and coin-operated laundromats.

COMMUNITY FACILITIES

Trinity provides a wide variety of facilities for services, activities, and relaxation.

MATHER CAMPUS CENTER contains the Main Dining Hall, the "Cave" (a snack bar), lounges, an Information Desk, general meeting rooms, a four-lane bowling alley, the College Post Office providing complete postal services, and the College Bookstore.

THE AUSTIN ARTS CENTER provides facilities for extracurricular activities in drama, music and art. The listening room has a large collection of musical and literary records for student use. This Center offers exhibitions, concerts and dramatic productions in its Goodwin Theatre (named for the late James Lippincott Goodwin, Hon. '63) and the Widener Art Gallery.

CINESTUDIO, a movie theatre, is located in Kriebel Auditorium of the Clement Chemistry Building. Many classics and newly released films are scheduled throughout the year.

THE FERRIS ATHLETIC CENTER and TROWBRIDGE MEMORIAL include squash courts, swimming pool, intramural gymnasium, weight room, and locker and shower facilities. There are a large number of playing fields and tennis courts for student use.

COUNSELING

A major strength of a liberal arts education is its adaptability to the personal needs of men and women preparing for a broad variety of vocations. Many students will find it most effective to develop, in con-

sultation with a faculty adviser, an individualized study program to suit particular needs. The Registrar is also available for academic advisement.

The Office for Student Services is responsible for the services and programs in Mather Campus Center, in the dining and food service areas, and in the residence halls. The staff coordinates the Resident Assistants' Program and supervises the Bookstore, Post Office, Game Room and Bowling Alley. It operates the student identification system, provides service and advice for student activities, and maintains the Master Activity Calendar. The staff is also available for counseling on student problems of a personal nature.

The Office for Community Life operates the Administrative Procedures in Matters of Discipline and Dispute and oversees the Medical Office, the student health insurance plan, freshman orientation, and various other programs affecting student life. The staff is available for counseling on both academic and non-academic matters.

The College Counselors have special training and experience in dealing with developmental and emotional problems, both mild and serious. They are available at all times to all students who desire assistance in coping with difficulties in personal, emotional, and social relationships. Where appropriate, psychological testing may be utilized under their supervision, and psychiatric and other referrals are also available. All contact with the counselors, both formal and informal, is kept strictly confidential, and no information will be given by them to anyone without the student's consent.

A consulting psychiatrist is available for evaluation, diagnosis, and recommendations in cases of serious emotional disturbances.

The College Chaplain is available to all students who desire his assistance in dealing with a wide range of personal concerns including military service obligations.

The Director of Career Counseling is available to discuss course selection, interests, summer jobs, graduate study and other aspects of career planning. The office maintains a vocational library with occupational information and graduate and professional catalogs. Representatives from graduate schools, businesses and government agencies visit the Career Counseling Office to talk with students.

RELIGIOUS LIFE

Trinity College was founded by members of the Episcopal Church. The Charter, granted May 16, 1823, provided that the College "shall not make the religious tenets of any person a condition of admission to any

privilege in said College," whether as a student or teacher. From this beginning Trinity has existed as an independent college having both this historic relationship with the Episcopal Church as well as a Chapel and Chaplaincy.

Founded in freedom, Trinity is proud that a diversity of religious affiliations exists in its student body. Trinity provides resources and an atmosphere where the religious dimension of life is taken seriously and examined. In the College Chapel a community of commitment witnesses and celebrates the religious perspective and raises the issues which it reveals in contemporary life. All its members may find in the College not only a place for deepening their own faith as a part of the educational process but also a place where the educational process is confronted by the perspective of faith.

In the Chapel services are held on Sundays and weekdays.

The Committee of the Chapel directs the activities of the College Chapel. The Committee, consisting of students, faculty, and members of the administration, provides for the services of the Chapel as well as other events of religious significance.

With the cooperation of Jewish, Roman Catholic, and Protestant clergy, the Chaplain of the College serves the members of the College.

Three campus religious groups offer opportunities for closer associations, discussions, and community service.

The Greater Hartford Campus Ministry, directed by an ecumenical board, provides a campus minister who serves the colleges of the area, including Trinity College.

The Hillel Club is an association of students with the Jewish faith. A rabbi from a local synagogue works closely with the group.

Newman Apostolate brings together members of the Roman Catholic Church. The activities of this organization are under the sponsorship of a priest assigned by the Archbishop of Hartford.

STUDENT HEALTH

The College maintains a student health service for all full-time, regularly enrolled students. The College Medical Director is on duty part time on weekdays in the Medical Office. The College retains on the staff registered nurses and trained personnel who give twenty-four hour coverage to the Infirmary on weekdays when the College is in session. A nurse is on call from Saturday noon until 8:00 a.m. Monday for emergencies, and may be contacted through Mather Campus Center.

The College Infirmary has facilities for temporary medical confinement, and facilities of nearby Hartford Hospital are utilized when

hospitalization is necessary. The College does not assume responsibility for illness or injuries of any kind by students regardless of how they are incurred. All students enrolled during the regular academic year are covered by a compulsory insurance policy which provides accident and health benefits for injuries or serious illnesses incurred during the academic year. Claims for benefits under this program must be made on standard forms obtainable at the Medical Office. Such claims should be filed within 20 days of date of beginning of disability. The cost of this program is financed out of the General Fee. A booklet, **HEALTH INSURANCE PROGRAM FOR STUDENTS OF TRINITY COLLEGE**, describing this insurance program, is distributed to each new student annually.

In an emergency, the College reserves the right to notify parents; but, if parents cannot be reached, the College authorities reserve the right to act as seems best for the welfare of the student concerned.

PHYSICAL EDUCATION

The program in athletics and physical education is under the supervision of the Director of Physical Education.

Athletic activities in which the students may participate are divided into four classifications: intercollegiate athletics, intramural athletics, physical education, and recreational.

Physical Education courses in a wide range of activities (see Courses of Instruction – Physical Education) are offered on a voluntary basis.

Trinity College has long had a program of intercollegiate athletics and was one of the charter members of the New England Intercollegiate Athletic Association. Since 1870 Trinity has carried a program of intercollegiate athletics with colleges of similar size and standards. Competition is held in the following sports: football, cross country, and soccer in the fall; basketball, swimming, and squash racquets in the winter; and baseball, track, golf, lacrosse, crew, and tennis in the spring. Intercollegiate competition for women is available in field hockey, squash racquets, fencing, basketball, crew, tennis and lacrosse.

When possible, freshman teams are organized in all recognized sports. In addition, an informal intercollegiate schedule is arranged in fencing, hockey, sailing, and indoor track. The governing body for intercollegiate athletics is the Athletic Advisory Council composed of three undergraduates elected by the student body, three alumni selected by the Alumni Association, three members of the faculty, and three members of the administration.

All undergraduate students become members of the Trinity College

Athletic Association when they pay their regular tuition and fees. This entitles them to admission to all home athletic contests and permits them to try out for athletic teams. Trinity maintains a full-year transfer rule.

The intramural program is designed to provide athletic competition for as large a group as possible. Intramural sports include touch football, basketball, swimming, wrestling, squash racquets, bowling, golf, track, table tennis, softball, and volleyball.

SOCIAL LIFE AND STUDENT ACTIVITIES

The facilities and activities on campus and the location of the College in Hartford offer numerous opportunities for enriching the students' life outside the classroom. A Trinity education is based upon the close association of students with faculty and administration. The size of the College permits this close association both in the class room and in extracurricular activities.

A number of concerts and dances are planned each year by the Mather Hall Board of Governors, the campus social committee. The Student Budget Committee and the Student Activities Committee, the members of which are elected by the student body, oversee the allocation of the Student Activities Fee. The amount of this fee is established annually by the Student Activities Committee.

Student organizations include activities in the field of music, art, drama, journalism, politics, broadcasting, social action projects, film, and crafts. These activities generate concerts, plays, lectures, movies, literary magazines, a campus newspaper, etc.

Under the direction of the Music Department and the cooperative program with Hartt College, a number of recitals and special musical programs, with visiting artists and choruses, are held each year.

Fraternities and other social clubs offer programs and activities for the students. Residence hall groups have sponsored movies, mixers, faculty receptions and other events, as well.

The faculty have been active in programming lectures, panel discussions, receptions, and other cultural events. There are organized clubs paralleling classroom interests in a variety of departments.

Trinity's location in Hartford provides the students with many cultural and social opportunities: symphony, opera, theatres, museums, and recreational facilities. As with other urban areas, Hartford has the need for assistance by students in social action projects including tutoring, recreation, and in other programs.

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FRATERNITIES

Six social fraternities, all maintaining a house with dining facilities, are active at Trinity: Delta Psi, 340 Summit Street, (1850); Alpha Delta Phi, 122 Vernon Street, (1877); Delta Kappa Epsilon, 98 Vernon Street, (1879); Psi Upsilon, 81 Vernon Street, (1880); Alpha Chi Rho, 114 Vernon Street, (1896); Pi Kappa Alpha, 94 Vernon Street, (1953).

COLLEGE LECTURES

Lectures at Trinity College are sponsored by a faculty-student lecture committee, academic departments, special programs, and various student organizations. Many distinguished scholars are invited to the campus. The regular college lecture program has been broadened by the generosity of several alumni and friends of the College who have established endowed lectures in various fields of learning.

ENDOWED LECTURES

Moore Greek Lecture – Through the bequest of Dr. Charles E. Moore, '76, to encourage the study of Greek, an all-college lecture is presented annually on classical studies.

Mead Lectures – Through the bequest of George J. Mead, Hon. '37, annual lectures are presented by distinguished authorities. Conferences and other special events are held on various topics in economics, government, and history.

Barbieri Lectures – A gift from the Cesare Barbieri Endowment provides for two public lectures a year by outstanding persons on some aspect of Italian Studies.

George M. Ferris Lecture – Through an endowment fund established by George M. Ferris, '16, the George M. Ferris Lecturer in Corporation Finance and Investments presents one public lecture each year in that field.

Hallden Lecture – Through the Hallden Engineering Fund, established by Karl W. Hallden, '09, Hon. '55, to bring to the campus scientists and engineers of international reputation and interest.

Martin W. Clement Lecture – Through an endowment established in 1967 by graduates and undergraduates of the Epsilon Chapter of Delta Psi Fraternity in memory of Martin W. Clement, '01, to provide an annual public lecture with no restriction as to topic.

Michael P. Getlin Lecture – Established through the generosity of classmates and friends in honor of Michael P. Getlin, '62, Captain U.S.M.C., who was killed in action in Vietnam, to provide an annual lecture in religion.

The Campus

The present campus comprises some 90 acres with playing fields and buildings, many of which are in the collegiate Gothic style of architecture. (See map on Inside Back Cover.)

Trinity's famous "Long Walk" runs along the **western side** of the main quadrangle in front of the three oldest buildings on the present campus:

SEABURY HALL (1878) still contains many of the college classrooms and faculty offices. The distinctive charm of its rooms, no two of which are alike, expresses the individuality for which Trinity is known.

JARVIS HALL (1878) is the original residence hall of the College.

NORTHAM TOWERS (1881), also containing dormitory rooms, joins Seabury and Jarvis Halls. These three buildings are constructed of native brownstone quarried from the river banks of nearby Portland.

The **northern end** of the quadrangle is formed by:

WILLIAMS MEMORIAL (1914), contains administrative and faculty offices;

THE DOWNES MEMORIAL CLOCK TOWER (1958), with faculty and administrative offices; and

THE COLLEGE CHAPEL (1932), gift of the late William G. Mather, Class of 1877, and Funston Garden (1965), adjacent to the south cloister.

The **southern side** of the quadrangle is formed by:

COOK RESIDENCE HALL (1931), which contains the Faculty Club, Hamlin Dining Hall, and student residences;

GOODWIN AND WOODWARD RESIDENCE HALLS (1940);

THE CLEMENT CHEMISTRY BUILDING (1936), gift of the late Walter P. Murphy, Hon. '33, containing modern classrooms and laboratories, the Kriebble Auditorium seating 500 used as a movie theatre called Cinestudio, and the Robert B. Riggs Memorial Chemical Library; and

THE LIBRARY (1952).

Beyond these buildings is the **South Campus** composed of the following buildings:

RESIDENCE HALLS – ELTON HALL (1948), **JONES HALL** (1953), **WHEATON, JACKSON, AND SMITH HALLS** (1965);

THE HALLDEN ENGINEERING LABORATORY (1946), given by the late Karl W. Hallden, '09, was doubled in size in 1953 and a third gift in 1958 made possible a two-floor addition which has tripled its laboratory space;

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THE ALBERT C. JACOBS LIFE SCIENCES CENTER (1969), houses the Departments of Biology and Psychology;

THE MCCOOK MATHEMATICS-PHYSICS CENTER (1963), adjoining the Hallden Engineering Laboratory, containing classrooms, laboratories, faculty offices, research areas, and an auditorium;

THE AUSTIN ARTS CENTER (1965), named in honor of A. Everett Austin, Jr., Hon. '30, founder of Trinity's Dept. of Fine Arts, with the GOODWIN THEATRE, WIDENER GALLERY and studios for art, music and drama;

MATHER CAMPUS CENTER (1960), named for William Gwinn Mather, Class of 1877; and

MAINTENANCE BUILDING (1968).

216 New Britain Avenue and 194-198 New Britain Avenue, Student Resident Apartments.

The college athletic facilities include 19 acres of playing fields along the **eastern part** of the campus, Jessee Field for varsity football and track, with a seating capacity of 7,000 and the following buildings:

MEMORIAL FIELD HOUSE (1948), with an indoor track, can also be used as an auditorium seating 2,500 persons; and

TROWBRIDGE MEMORIAL (1929), which adjoins the Field House, containing the swimming pool, squash racquets courts, and locker facilities; and

GEORGE M. FERRIS ATHLETIC CENTER (1969) includes a multi-purpose gymnasium, a physical education building and locker facilities.

North Campus includes Vernon Street and Allen Place. Here are found the President's House, fraternity houses, faculty and administration residences, Alumni Office, Office of Public Information and six residence halls:

OGILBY HALL (1941);

THE NORTH CAMPUS RESIDENCE HALL (1962);

THE HIGH RISE RESIDENCE HALL (1968);

ALLEN EAST and ALLEN WEST RESIDENCE HALLS; and
90-92 Vernon St.

The **Bliss Boathouse** (1965) is located nearby on the Connecticut River on Riverside Drive, East Hartford.

THE CHAPEL

The Trinity campus is famous for its limestone Chapel, one of America's most beautiful examples of Gothic architecture, given by the late William G. Mather, '77, in memory of his mother. The interior of the Chapel is widely known for its woodcarvings done by the late Gregory Wiggins of Pomfret, Connecticut, which represent not only religious scenes but also some of the great American traditions. The stained glass windows by Earl Sanborn are also excellent examples of the craft. Located under and around the large Rose Window at the West end is a new three-manual Austin organ which has 65 stops and 4,720 pipes. The organ, dedicated in 1972, was a gift in memory of Newton C. Brainard, a trustee of the College for 41 years. Besides the main Chapel, the building includes the Chapel of the Perfect Friendship in which the flags of the fraternities are displayed, a Crypt Chapel for smaller services, and two small organs on which students may practice, the thirty-bell Plumb Memorial Carillon, music room, and the Chaplain's offices. Next to the south cloister is Funston Garden, given by former President G. Keith Funston, '32, in memory of his father.

The College Chapel is also used for dramatic, film, and musical productions in connection with the vital issues facing students and faculty today. It is open to visitors at all times during the day and all regular services are open to the public. The Chapel and its facilities are available to students, alumni, and friends of the College for baptisms, weddings, funerals, and other special services. Arrangements may be made with the Chaplain.

THE LIBRARY

The Library of the College attained distinction at an early date. The first professors pooled their personal collections, and one of their number, Nathaniel Wheaton, was sent to England in 1824 to obtain books, equipment, and funds for the new institution. By 1952 the Library had grown to a collection of close to a quarter of a million volumes. In that year Trinity's book resources reached a size and distinction equalled by few colleges in this country when it was combined with the Watkinson Library, an endowed collection of 150,000 volumes, which until then had been located in downtown Hartford. The present combined total is over 490,000 volumes.

Today the Library is the focal point of the College. The modern fireproof structure, opened in 1952 to accommodate the two major book collections, embodies the latest in library construction and equipment.

It has space for 600,000 volumes and accommodations for 450 readers. In addition, the building is readily expansible for future space needs.

Many works of great value and interest are in the Trinity collection, including Greek manuscripts of the twelfth century, illuminated manuscripts of the fourteenth and fifteenth centuries, fine examples of books printed before 1500, rare mathematical and medical works of the sixteenth, seventeenth and eighteenth centuries, and the engraver's exceptionally fine copy of Audubon's great work, *Birds of America*. The Moore Collection relating to the Far East is one of the most extensive in the country. The Library is a depository for the publications of the federal government.

Among the many outstanding special collections in the Watkinson Library are its bibliographies and reference books, American and European periodicals of the eighteenth and nineteenth centuries, as well as the serial publications of many learned societies. It has strong collections on early voyages and travels, folklore, witchcraft and demonology, the Civil War, linguistics, early American textbooks, and the history of printing.

The wealth of Trinity's library resources makes it possible for faculty and students to read widely in the many areas which go to make up a liberal arts curriculum and also to carry out research projects which are usually possible only on the university level.

History

Trinity College was founded in 1823 by Episcopalian clergy and laymen who wanted an institution of higher education that would be free from the religious tests of Congregational orthodoxy then demanded by the faculty and officers at Yale, which was at that time Connecticut's only college. Trinity, as stipulated in its charter, has never imposed a religious test upon trustees, faculty, or students.

Since the idea of the founders was that the new college should pioneer in educational philosophy and practice, the early curriculum gave the natural sciences a place almost unique among American colleges of the time. Despite attempts in the 1820's and 1830's to establish special faculties of law, theology, and medicine, the College has remained a liberal arts institution that has frequently adjusted its curriculum to the major currents and demands of the times. In 1845 Trinity was granted a chapter of Phi Beta Kappa—the eighth college in the country so honored.

The College, known as Washington College until 1845, originally occupied three buildings of classic revival design on the site of the

present State Capitol. In 1872 the old campus was sold to the State of Connecticut and in 1878 classes were begun in Jarvis and Seabury Halls, the first of the present buildings, located on a hilltop in the southwestern section of Hartford. Subsequent construction has generally followed the English secular Gothic design, and most of the later structures have been placed according to a modification of the original master plan of the distinguished English architect, William Burges. The campus' English Gothic Chapel whose architects were Frohman, Robb, and Little was dedicated in 1932.

Trinity College is accredited by the New England Association of Colleges and Secondary Schools.

Degrees Conferred in 1972

The following degrees, having been voted by the Corporation, were duly conferred at the public Commencement Exercises May 28.

BACCALAUREATE DEGREES IN COURSE

Larry King Graves, *Rhode Island, B.S.*

VALEDICTORIAN

with Honors in Mathematics and General Scholarship

Dean Heilman Hamer, *New Jersey, B.A.*

SALUTATORIAN

with Honors in Biology and General Scholarship

Burt Alan Adelman, *New York, B.S.,*

with Honors in Biology

Robert John Arceci, *Massachusetts, B.S.,*

with Honors in Biology

David Mock Banash, *Massachusetts, B.A.,*

with Honors in French

Ronald Jeffrey Cohen, *New Jersey, B.A.,*

with Honors in Non-Western Studies

Stephen Hollis Curtin, *Connecticut, B.A.,*

with Honors in English

Denise J. Ewald, *Connecticut, B.A.,*

with Honors in Art History

Gregory Edward Firestone, *New York, B.S.,*

with Honors in Psychology

Michael Herbert Fisher, *New York, B.A.,*

*with Honors in Non-Western Studies
& English*

Larry King Graves, *Rhode Island, B.S.,*

*with Honors in Mathematics and General
Scholarship*

Joseph Michael Groden, *New Jersey, B.S.,*

*with Honors in Chemistry and General
Scholarship*

Dean Heilman Hamer, *New Jersey, B.A.,*

*with Honors in Biology and General
Scholarship*

Stephen Laurence Hill, *New York, B.S.,*

with Honors in Psychology

Susan Molander Houghton,

Connecticut, B.A.,

with Honors in Sociology

Michael Hyman Huberman,

Connecticut, B.S.,

with Honors in Biology & Chemistry

Lee Kaplan, *Massachusetts, B.A.,*

with Honors in History

Howard Michael Kelfer,

Massachusetts, B.S.,

with Honors in Biology

Dennis Alan Lalli, *Pennsylvania, B.A.,*

with Honors in Religion

Robert John LaRose, *Connecticut, B.S.,*

*with Honors in Engineering &
Psychology and General Scholarship*

Ronette Loganzo, *New York, B.A.,*

with Honors in Psychology

Alan B. Loughnan, *Massachusetts, B.A.,*

*with Honors in History and General
Scholarship*

Almer Joseph Mandt, III, *Illinois, B.A.,*

with Honors in Philosophy

Carmen Antonia Marques,

Connecticut, B.A.,

with Honors in Spanish

William Cooke Mason, *New Jersey, B.S.,*

with Honors in Engineering

Degrees Conferred in 1972/195

- Andrew West McClaine, *Massachusetts*, B.S.,
with Honors in Engineering
- David Elliott McCloud,
Pennsylvania, B.A.,
with Honors in Political Science
- Paul Meyendorff, *New York*, B.A.,
Modern Languages,
with Honors in French
- Cathleen Mary Mulligan, *Connecticut*, B.A.,
with Honors in English
- Carl Lindell Prather, *New Jersey*, B.S.,
with Honors in Mathematics
- David Stuart Rosenthal, *Massachusetts*, B.A.,
with Honors in History
- Paul Michael Sachner, *Connecticut*, B.A.,
History & Art History,
with Honors in Art History
- Lesley Dill Sagerman, *Maine*, B.A.,
with Honors in English
- Duncan Salmon, *Delaware*, B.A.,
with Honors in Modern Languages
- Gregory Pinney Sammons,
Massachusetts, B.A.,
with Honors in English
- Thomas Ray Savage, *Ohio*, B.S.,
Religion & Mathematics,
with Honors in Mathematics
- Michael Schwartz, *New York*, B.A.,
with Honors in Music
- James Thomas Sinnamon, *Connecticut*, B.S.,
Chemistry & Physics,
with Honors in Chemistry
- David Gilbert Strimaitis, *Connecticut*, B.S.,
with Honors in Physics
- Farzam Toub, *Iran*, B.A.,
Political Science & Economics,
with Honors in Political Science
- Anthony Joseph Tranquillo,
Connecticut, B.S.,
with Honors in Engineering
- Marc Bruce Tucker, *Delaware*, B.A.,
with Honors in History
- Richard Henry Walker, *Delaware*, B.A.,
English & German,
with Honors in German
- Tim N. Wallach, *New York*, B.A.,
with Honors in History
- Steven Winston Wilcox, *Illinois*, B.A.,
with Honors in Religion
- William Walter Abendroth, *Maryland*,
B.A., Economics
- Raymond Walter Acker, *Connecticut*,
B.S., Physical Sciences
- Alyson Koeppel Adler, *New York*,
B.A., Comparative Literature
- Nelson Howard Adler, *New York*,
B.S., Psychology
- Paul John Ambrosini, *New York*,
B.A., Psychology
- Kristin Louise Anderson, *Massachusetts*,
B.A., Classics
- * Raymond Fontana Angelo, Jr., *Connecticut*,
B.A., Psychology
- * James Anthony Armentano, *Connecticut*,
B.A., English
- Herman Lewis Asarnow, *New Jersey*,
B.A., English
- Mary Asbury, *Ohio*,
B.A., Psychology
- Donald Evans Atkins, Jr., *Pennsylvania*,
B.A., Political Science & Economics
- Robert Moreland Atwater, *New Jersey*,
B.A., English
- John Franklin Bahrenburg, *New Jersey*,
B.A., History & Religion
- Timothy Allen Balch, *Ohio*,
B.A., Psychology
- * Gail Louise Ballantine, *Connecticut*,
B.A., Studio Arts
- David Lawrence Barans, *Illinois*,
B.A., English
- Norman Bardeen, *Michigan*,
B.A., English
- Jack Clinton Barthwell, III, *Michigan*,
B.A., Sociology
- Barbara Fontaine Bass, *Kentucky*,
B.A., Psychology
- Susan F. Bauer, *Connecticut*,
B.A., History
- Robert James Bauman, *Ohio*,
B.A., English
- Elizabeth Jane Beautyman, *Massachusetts*,
B.A., Sociology
- Thomas Dillingham Benson, Jr., *New
Hampshire*, B.S., Psychology
- Christopher Schultz Berky, *Pennsylvania*,
B.A., English
- Arthur Otis Black, III, *Pennsylvania*,
B.A., English
- Kenneth Worthen Blakeslee, Jr., *Maryland*,
B.A., Psychology
- Peter Robert Blum, *New York*,
B.A., Psychology
- Neil Howard Bobroff, *Massachusetts*,
B.A., Economics
- Steven Charles Boswell, *Connecticut*,
B.A., Psychology
- Wendy Ann Bosworth, *Connecticut*,
B.A., Psychology
- David Blaine Brackett, *Massachusetts*,
B.A., Psychology
- John Foster Braley, *Pennsylvania*,
B.S., Physics & English
- Willard Mead Bright, Jr., *Massachusetts*,
B.A., Art History

* In absentia

196/Degrees Conferred in 1972

- Jeffrey Alan Brown, *Massachusetts*,
B.S., *Psychology*
- Thomas Miller Buchenau, *California*,
B.A., *Economics*
- * William Julian Caldwell, *New Jersey*,
B.A., *Political Science*
- Roderick A. Cameron, *Wisconsin*,
B.S., *Mathematics*
- Robert Eugene Carlson, *Pennsylvania*,
B.S., *Biology*
- * Nona Lee Charleston, *Oklahoma*,
B.A., *Studio Arts*
- * Steven Andrew Charleston, *Oklahoma*,
B.A., *Religion*
- Lewis Hamilton Clark, Jr., *Massachusetts*,
B.A., *Religion*
- Thomas Hart Clark, *Pennsylvania*,
B.A., *Psychology*
- Robert Moss Cohen, *Connecticut*,
B.A., *Psychology*
- Susan Ruth Cohen, *Connecticut*,
B.A., *Religion*
- * Michael Frank Colomonico, Jr., *Connecticut*,
B.A., *Economics*
- Whitney Mowry Cook, *Massachusetts*,
B.A., *History*
- Douglas Paul Cooper, *New York*,
B.A., *English*
- * James Perry Cornwell, *Connecticut*,
B.A., *Art History*
- Richard V. M. Corton, Jr., *Iowa*,
B.A., *Sociology*
- George L. Coyle, *West Virginia*,
B.A., *English*
- Armando Ginecco Cuellar, *Colombia*,
B.S., *Psychology*
- Robert Lee D'Agostino, *Connecticut*,
B.S., *Biology*
- Harvey Dann, IV, *New York*,
B.A., *History*
- Chester Congdon d'Autremont, Jr.,
Massachusetts, B.A., *French*
- Jay Griffin Davis, *New York*,
B.A., *Spanish*
- Carl Allan Day, *Delaware*,
B.A., *Philosophy*
- John Paul DeJongh, *Massachusetts*,
B.A., *Political Science*
- Thaddeus Joseph Dembek, *Connecticut*,
B.A., *Classics & Modern Languages*
- Robert Boerum Dennis, *Connecticut*,
B.A., *English*
- Shelley Lee Dickinson, *Pennsylvania*,
B.A., *History*
- Ralph Richard Dickman, *Ohio*,
B.A., *English*
- * Peter Graham Dodd, *Iowa*,
B.A., *Art History*
- † Michael L. Downs, *Connecticut*,
B.S., *Engineering*
- James Mark Doyle, *New York*,
B.A., *Political Science & English*
- Jeanmarie Earley, *Massachusetts*,
B.A., *Psychology*
- John Wesley Eaton, *Massachusetts*,
B.A., *Psychology*
- Susan Jane Eckelkamp, *Massachusetts*,
B.A., *Psychology*
- Robert J. Ellis, *Pennsylvania*,
B.A., *Studio Arts*
- Mark Jackson Enoch, *Massachusetts*,
B.A., *Studio Arts*
- Thomas Milton Stevenson Eysmans, *New Jersey*, B.A., *English*
- Robert Joseph Fass, Jr., *Pennsylvania*,
B.A., *Political Science*
- Kim Samuel Fennebresque, *Connecticut*,
B.A., *History*
- * James Enrico Ferrara, *New Jersey*,
B.A., *Modern Languages*
- Gerard Thomas Ferrari, *Tennessee*,
B.A., *Philosophy*
- Brooke Wallace Ferris, *Venezuela*,
B.A., *Political Science*
- Robert Kellogg Ferris, *Connecticut*,
B.S., *Biology*
- Bayard Robert Fiechter, *Pennsylvania*,
B.A., *History*
- John Stephen Fink, *Connecticut*,
B.A., *Psychology*
- Andrew Stillman Fisher, *Massachusetts*,
B.A., *American Studies*
- William Alexander Fisher, III, *Maryland*,
B.A., *History*
- Albert Lee Floyd, *Connecticut*,
B.S., *Engineering*
- Stephen Richard Foley, *Connecticut*,
B.A., *English*
- William Martin Foster, *New York*,
B.A., *Economics*
- * Andrew Holmes French, *Ohio*,
B.A., *Studio Arts*
- Harry Melgin Fried, *Pennsylvania*,
B.A., *Comparative Literature & Philosophy*
- Bradley Henderson Friedrich, *Minnesota*,
B.A., *Economics*
- Carol Werber Frost, *Connecticut*,
B.A., *Political Science*
- James Peter Frost, *Massachusetts*,
B.S., *Engineering*

† This student will also receive a Master of Science degree in Management Science from Rensselaer Polytechnic Institute, Hartford.

* In absentia

Degrees Conferred in 1972/197

- Andrew Aaron Henry Gaines, *Illinois*,
B.S., *Psychology*
- James Philip Gamerman, *Maryland*,
B.A., *Religion*
- Glenn Marshall Gazley, *Connecticut*,
B.A., *Psychology*
- Thomas Alan Geckler, *New York*,
B.S., *Biology & Psychology*
- Michael I. German, *New York*,
B.A., *History*
- Charles Michael Gerver, *West Virginia*,
B.A., *Economics*
- Michael Russell Gilboy, *Illinois*,
B.A., *Economics*
- Jane Ellen Ginsberg, *Connecticut*,
B.A., *English & Psychology*
- Ned Ivan Gladstein, *New Jersey*,
B.A., *Economics*
- Robert F. Goldman, *Ohio*,
B.A., *English*
- Joseph Donald Goodwin, Jr., *New Jersey*,
B.A., *English*
- John Dunnegan Gottsch, *Florida*,
B.A., *Biology*
- Isabel Cynthia Gould, *New Jersey*,
B.A., *Religion*
- John Gould, Jr., *Virginia*,
B.S., *Mathematics*
- Kevin Seymour Gracey, *Maryland*,
B.A., *History*
- * Peter Grant, *Illinois*,
B.A., *Biology*
- Daniel Green, *New York*,
B.A., *History*
- Thomas Gilbert Greene, *Missouri*,
B.A., *Psychology*
- Holcombe Edwin Grier, *Pennsylvania*,
B.S., *Psychology*
- Peter Root Griesinger, *Ohio*,
B.A., *Non-Western Studies*
- John Bruce Gwaltney, *Delaware*,
B.S., *Mathematics*
- Stephen Roark Gyllenhaal, *Pennsylvania*,
B.A., *English*
- Mark David Hagedorn, *Connecticut*,
B.S., *Biology*
- Kevin Charles Hails, *Pennsylvania*,
B.S., *Psychology*
- Jeffrey Wade Hales, *Missouri*,
B.A., *Psychology*
- James Matthew Hall, Jr., *New Jersey*,
B.A., *English*
- Richard Leon Hall, *Connecticut*,
B.A., *Economics*
- Robert Peter Halpern, *New York*,
B.A., *English*
- Edward Michael Hammond, *Connecticut*,
B.A., *Psychology*
- John Michael Hancock, *Florida*,
B.A., *History*
- Mark John Haslett, *Massachusetts*,
B.A., *Psychology*
- Maud Hecker, *Connecticut*,
B.A., *History*
- John Cwikla Henry, *Connecticut*,
B.A., *Economics*
- Olivia Peters Henry, *New York*,
B.A., *Psychology*
- John Edward Heppe, Jr., *Pennsylvania*,
B.A., *History*
- Richard Prescott Hess, *New Jersey*,
B.A., *Psychology*
- Neil Joseph Holland, *Connecticut*,
B.S., *Biology*
- Henry Diedrich Holljes, *Maryland*,
B.S., *Biology*
- James Robert Holmberg, *Connecticut*,
B.A., *Philosophy*
- Diana Newhall Howard, *Pennsylvania*,
B.A., *Psychology*
- Lucile McMillan Howard, *New York*,
B.A., *Art History*
- * James Windsor Hubbell, III, *Iowa*,
B.A., *History*
- Lawrence Douglas Humphrey, *Michigan*,
B.A., *Urban Studies*
- Richard Neil Jacobson, *Massachusetts*,
B.A., *Political Science*
- Norman Arthur Johanson, *Connecticut*,
B.S., *Biology*
- * Robert Kirk Kaynor, *Connecticut*,
B.A., *English*
- Quentin Barry Keith, *Maryland*,
B.A., *Economics*
- James Perry Kendrick, *Connecticut*,
B.A., *English*
- Thomas John Kennedy, *Ohio*,
B.A., *English*
- Glenn Michael Kenney, *New Jersey*,
B.A., *Political Science*
- William Robert Keyes, *Connecticut*,
B.A., *Theatre Arts*
- John Coleman Kiley, *Massachusetts*,
B.A., *Sociology*
- Charles Randolph King, *Connecticut*,
B.A., *English*
- John William Kirshon, *New York*,
B.A., *History*
- Richard B. Klibaner, *Connecticut*,
B.A., *Sociology*
- John Theodore Koehler, Jr., *Maryland*,
B.A., *Religion*
- Peter Stephen Kovatis, *New Jersey*,
B.A., *Psychology*
- Wendy Anne Evans Kravitz, *Pennsylvania*,
B.A., *Religion*

* In absentia

198/Degrees Conferred in 1972

- Kirk Alan Kubicek, *Illinois*,
B.A., *Religion*
- Brian Steven Kunz, *Pennsylvania*,
B.S., *Biology*
- Jeffrey Leon Kupperman, *Louisiana*,
B.S., *Biology*
- Douglas Thomas Lake, *Massachusetts*,
B.A., *Economics*
- Stephen Whittum Larrabee, *New York*,
B.S., *Psychology*
- Stella Laura Laskowski, *Connecticut*,
B.S., *Biology*
- Robert Ashton Lawrence, Jr., *Massachusetts*,
B.A., *Studio Arts*
- Robert Alan Leghorn, *Connecticut*,
B.A., *Psychology*
- Thomas Brent Leonard, *Pennsylvania*,
B.S., *Biology*
- Steven David Levy, *Massachusetts*,
B.A., *English*
- Hilary Dixon Lewis, *Pennsylvania*,
B.A., *Political Science*
- Dennis Ray Lindeman, *Florida*,
B.S., *Biology & Economics*
- William Ervin Lingard, *Rhode Island*,
B.S., *Biology*
- David Dunbar Livingston, *Massachusetts*,
B.A., *English*
- James Halliwell Longley, *California*,
B.A., *Economics*
- Albert Lucas, Jr., *Connecticut*,
B.A., *Psychology*
- Alan Bruce MacDonald, *Massachusetts*,
B.A., *History*
- Frank Lambertson Stevens MacGruer,
Massachusetts, B.A., *Studio Arts*
- Thomas Alexander Mackenzie,
Massachusetts, B.S., *Biology*
- Compton Cutshall Maddux, *Connecticut*,
B.A., *English*
- Rocco John Maffei, Jr., *Maine*,
B.A., *History*
- Gregory David Magnon Maletta, II,
Maryland, B.A., *History*
- Philip Colbert Manker, Jr., *Illinois*,
B.A., *English*
- * Richard James Manna, *New Jersey*,
B.A., *Studio Arts*
- Anthony John Marchetti, Jr., *Connecticut*,
B.S., *Biology*
- George Leonard Marks, Jr., *Virginia*,
B.S., *Biology*
- Kenneth Gregory Martin, *Pennsylvania*,
B.S., *Psychology*
- * Madora Dunlop Matava, *Massachusetts*,
B.S., *Psychology*
- John David Mattus, *Connecticut*,
B.S., *Mathematics*
- John Charles Matulis, Jr., *Connecticut*,
B.A., *Political Science*
- James Andrew McCune, *Missouri*,
B.S., *Biology*
- Michael John McDonald, *Connecticut*,
B.A., *Spanish*
- Lawrence Matthew McGoldrick,
Connecticut, B.A., *History*
- Kathleen McKay, *Connecticut*,
B.A., *Music*
- James Bruce Wimbust McWilliams, *New York*,
B.A., *Philosophy*
- Jeffrey Louis Meade, *Massachusetts*,
B.A., *Economics*
- Patricia Anne Mendell, *New Jersey*,
B.A., *Psychology*
- Bruce Edward Menees, *California*,
B.A., *Psychology*
- Samuel Holgate Merrill, *Maine*,
B.A., *History*
- Gary Lawrence Mescon, *Massachusetts*,
B.A., *Philosophy*
- Joseph Dicus Messler, *California*,
B.A., *History*
- Stephen Carl Metz, *New York*,
B.S., *Biology*
- * Catherine Canfield Meyer, *Virginia*,
B.A., *American Studies*
- Jeffrey Allan Miller, *Ohio*,
B.A., *History*
- William John Miller, Jr., *Pennsylvania*,
B.A., *English*
- Nancy Coolidge Milnor, *Connecticut*,
B.A., *English & Psychology*
- Everett Lawrence Minard, III, *Washington*,
B.A., *Economics*
- Andrew West Mitchell, *Connecticut*,
B.A., *History*
- Kathryn Valentine Mohn, *Connecticut*,
B.A., *French*
- James Aloysius Monahan, *New Jersey*,
B.S., *Engineering*
- Timothy Hayes Moran, *New York*,
B.A., *Psychology*
- William Davidson Morrison, III,
Connecticut, B.A., *Philosophy*
- John Bromley Moses, *New York*,
B.A., *English*
- Carol Mulcahy, *Massachusetts*,
B.A., *Psychology*
- William Charles Mulkeen, *Connecticut*,
B.A., *Modern Languages*
- Frederic Alan Munz, *Pennsylvania*,
B.S., *Biology & German*
- Per Fredrik Naess, *Connecticut*,
B.S., *Engineering*
- John Richard Nelson, *Connecticut*,
B.A., *Art History*

* In absentia

Degrees Conferred in 1972/199

- Philip Ballantyne Nelson, *Massachusetts*,
B.A., *History*
- Leslie Jay Nevulis, *Connecticut*,
B.A., *Studio Arts*
- David Lawrence Nichols, *New York*,
B.S., *Psychology*
- * Michael Bruce Nobbs, *England*,
B.A., *Economics*
- John Shaw Notman, *Massachusetts*,
B.S., *Psychology*
- John J. Novello, *New Jersey*,
B.A., *Religion*
- Timothy Noll O'Dell, *Pennsylvania*,
B.S., *English & Biology*
- * John Stewart Orton, *Texas*,
B.A., *Political Science*
- Stephen Alan Osborn, *Massachusetts*,
B.A., *Economics*
- Barbara Ellen Ostrow, *New York*,
B.A., *Music*
- Richard Chase Palamar, *New York*,
B.A., *Economics*
- Richard Neal Palmer, *Connecticut*,
B.A., *Political Science*
- Alan Michael Patrignani, *New York*,
B.S., *Biology*
- Lewis Hill Payne, *Maine*,
B.A., *Economics*
- * Ronald Wayne Peppe, *Maryland*,
B.A., *Economics*
- Joseph Edward Peters, *Connecticut*,
B.S., *Physics*
- Xavier Daniel Pique, *Connecticut*,
B.S., *Physics*
- James Tate Preston, *New Jersey*,
B.A., *Urban Studies*
- Jeffrey Willard Prince, *Massachusetts*,
B.A., *English*
- David Allen Pumphrey, *Maryland*,
B.A., *Art History*
- Arthur Lawrence Rack, Jr., *New York*,
B.S., *Psychology*
- Donald Edward Ratliff, *Connecticut*,
B.A., *History*
- * Charles Christopher Ray, *Michigan*,
B.A., *Psychology*
- Spencer Steven Reese, *Illinois*,
B.A., *Political Science*
- Thomas Glen Regnier, *Arkansas*,
B.A., *English*
- Daniel Alan Reifsnnyder, *Connecticut*,
B.A., Interdisciplinary Major:
Political Philosophy
- John Michael Resony, *Connecticut*,
B.S.E., *Engineering*
- William H. Reynolds, Jr., *Washington, D.C.*,
B.A., *English*
- Ralph Raymond Riehl, III, *Pennsylvania*,
B.A., *Psychology*
- Elliott Brightwood Robertson, Jr., *Maryland*,
B.S., *Psychology*
- David Hopkins Robinson, *Massachusetts*,
B.A., *French*
- Peter Eliot Robinson, *Michigan*,
B.A., *American Studies*
- Robert Thomas Robinson, *Connecticut*,
B.A., *English*
- Constance Rogers, *New York*,
B.A., *Religion*
- Gary Thomas Rohrback, *Connecticut*,
B.A., *English*
- James Louis Rosenberg, *Ohio*,
B.A., *Economics*
- David Escoll Rosner, *Pennsylvania*,
B.A., Interdisciplinary Major: *Writing
and the Psychology of Creativity*
- Thomas Alan Rouse, *Connecticut*,
B.A., *Political Science*
- Jerry Stuart Rowe, *Vermont*,
B.A., *Psychology*
- David MacIntosh Savory, *North Carolina*,
B.A., *English*
- William L. Schaeffer, *New York*,
B.A., *Studio Arts*
- Thomas Frederick Schaible, *New Jersey*,
B.S., *Biology*
- Charles Andrew Schloss, *New York*,
B.S., *Chemistry*
- Holly Alan Schumacher, *Connecticut*,
B.A., *Political Science*
- * Martha Hume Scifres, *Ohio*,
B.A., *Economics*
- John William Packer Seager,
Washington, D.C., B.A., *Political
Science*
- * Charles Bushnell Seaverns, *Connecticut*,
B.A., *Psychology*
- Daniel Harry Seltzer, *Pennsylvania*,
B.A., *English*
- Laura Emma Shapiro, *Connecticut*,
B.A., *Studio Arts & Modern Languages*
- Barclay Shaw, Jr., *New York*,
B.A., *Religion*
- Charles Tuke Shaw, *New Jersey*,
B.A., *English*
- Mary-Helen Corning Sheppard,
Pennsylvania, B.A., *History*
- Lawrence Drucker Sichel, *Pennsylvania*,
B.S., *Psychology*
- Christine Mary Siegrist, *Connecticut*,
B.A., *Political Science*
- * Abbie Belle Sikes, *Connecticut*,
B.A., *English*
- John Louis Simone, Jr., *Connecticut*,
B.A., *Religion*

200/Degrees Conferred in 1972

- Archibald Alexander Smith, III,
Connecticut, B.S., Biology
- Byron Whitaker Smith, *Michigan,*
B.S., Mathematics
- Joseph Cotter Smith, *Washington, D.C.,*
B.A., English
- Roger Manning Smith, *Massachusetts,*
B.A., Physics
- Sumner Merrill Smith, *Massachusetts,*
B.A., History
- Timothy King Smith, *Connecticut,*
B.A., Interdisciplinary Major: English
& Latin
- Douglas James Snyder, *West Germany,*
B.A., Economics
- Janet Ellen Spector, *Connecticut,*
B.A., Sociology & French
- William George Speed, 4th, *Maryland,*
B.A., History
- Bryan Paul Sperry, *Connecticut,*
B.A., Psychology
- John Albert Speziale, Jr., *Connecticut,*
B.A., English
- Gene W. Stamell, *Massachusetts,*
B.A., English
- R. David Stamm, *Connecticut,*
B.A., Philosophy & Psychology
- Jeffrey Blake Stern, *New York,*
B.A., Political Science
- †† James Edward Stufflebeam, *Illinois,*
B.S., Engineering
- Raja Changez Sultan, *Pakistan,*
B.S., Psychology
- David Paul Sutherland, *Connecticut,*
B.A., Religion
- Richard Alan Sviridoff, *Connecticut,*
B.A., Economics
- Stephen Anthony Sylvestro, *Massachusetts,*
B.S., Psychology
- John Leo Talerico, *Pennsylvania,*
B.A., English
- Thomas Henry Tamoney, Jr., *Connecticut,*
B.A., Political Science
- Terry Craig Tapley, *Illinois,*
B.S., Biology & Psychology
- George Morgan Traver, Jr., *New York,*
B.A., Religion
- Candee Ann Treadway, *Connecticut,*
B.A., Music
- Charles William Tuttle, *Connecticut,*
B.A., Religion
- Robert Paul Van Der Stricht, *Connecticut,*
B.A., French
- Donald Joseph Viering, Jr., *Connecticut,*
B.A., Psychology
- Paul A. Vitello, *Illinois,*
B.A., English
- * Jacquelyn Beryl Volk, *New York,*
B.S., Psychology
- Robert Greydon Walker, *Connecticut,*
B.A., History
- Adam Charles Walmus, *Connecticut,*
B.A., History
- Robert LeRoy Watts, *Washington, D.C.,*
B.A., Intercultural Studies
- Eric S. Weiss, *New York,*
B.A., Psychology
- Roger Livingston Werner, Jr., *Illinois,*
B.A., English
- Karol Ann Westelinck, *Connecticut,*
B.A., Sociology
- Peter Matthiessen Wheelwright, *Maine,*
B.A., Studio Arts
- William Mellon Whetzel, *Pennsylvania,*
B.A., English
- Richard Duvall White, *Maryland,*
B.A., English
- Robert Atha Whitehead, Jr., *Connecticut,*
B.A., History
- Walter William Whitehouse, *Illinois,*
B.A., History
- Lawrence Beatty Willson, *Georgia,*
B.A., Economics
- * Kenneth Lamar Wilson, *Connecticut,*
B.A., Sociology
- Alan Richard Winrow, *Massachusetts,*
B.A., English
- Peter Kley Wittman, *Pennsylvania,*
B.A., English
- Malcolm David Woade, *Connecticut,*
B.A., Non-Western Studies
- Edward Joseph Wojciechowski, Jr.,
Connecticut, B.A., Economics
- †† Bruce Baetz Yelton, *Pennsylvania,*
B.S., Engineering
- William Randall Yeomans, *Maryland,*
B.A., History
- Melvin Walter Young, *New York,*
B.S., Biology
- William Brown Zachry, III, *Connecticut,*
B.S., Mathematics
- George Harvey Zendt, *Pennsylvania,*
B.S., Psychology
- Michael Joseph Zimmerman, *Maryland,*
B.A., Economics

†† These students will also receive a Master of Engineering degree from Rensselaer Polytechnic Institute
Troy.

* In absentia

Degrees Conferred in 1972/201

Masters Degrees in Course

- Amparo Adib-Samii, M.A., *Spanish*
Licentiate, 1966, University La Gran Colombia
- Marta A. Amenábar, M.A., *Spanish*
Doctor en Pedagogia, 1960, University of Havana
- Ralph Donato Arcari, M.A., *Political Science*, B.A., 1965, Catholic University of America, M.S.L.S., 1966, Drexel University
- Paul E. Atkinson, III, M.S., *Mathematics*
B.A., 1967, Williams College
- * Jan Van Etten Austell, M.A., *English*
B.A., 1955, Williams College
- Bruno Etalo Bagnaschi, M.A., *Economics*
B.S.B.A., 1957, Boston College
- Maris Carlson Bailey, M.A., *Philosophy*
B.A., 1968, University of Connecticut
- Robert Emile Beaudoin, M.A., *Political Science*, B.A., 1968, University of Connecticut
- Barbara Beck, M.A., *French*
B.A., 1961, The College of Wooster
- Barry Leo Bedrick, M.A., *Education*
B.S., 1968, Trinity College
- George Taylor Beebe, M.A., *Political Science*, B.A., 1968, Bates College
- Karnig Aram Berberian, M.S., *Physics*
B.S., 1951, University of Vermont
- Nancy Berson, M.A., *Philosophy*
B.A., 1971, Elmira College
- Luke Guyant Bertini, M.A., *Education*
B.S., 1966, Southern Connecticut State College
- Peter Christian Bjarkman, M.A., *English*
B.S., 1963, M.Ed., 1970, University of Hartford
- * Roberta Gordenstein Blanksteen, M.A., *Education*, B.A., 1966, Mount Holyoke College
- Dorothy Kalinauskas Bowen, M.A., *English*
B.A., 1953, University of Connecticut
- John Thomas Brown, M.A., *English*
B.A., 1961, B.Ed., 1962, Acadia University
- * Susan Bartlett Bull, M.A., *History*
B.A., 1958, Marietta College, M.L.S., 1960, Rutgers University
- Mary Louise Capabianco, M.A., *Spanish*
B.A., 1950, Hunter College
- * John Kay Clement, III, M.A., *Education*
B.A., 1966, Trinity College
- John Crelan, M.A., *History*
B.A., 1968, University of Hartford
- Francis Edward Crowley, M.A., *English*
B.A., 1964, Fairfield University
- * Michael Angelo Curcio, M.A., *Education*
B.A., 1967, Trinity College
- * Sarah Gertrude Cutts, M.A., *French*
B.A., 1960, Carleton College
- Archangelo A. D'Amato, M.A., *History*
B.S., 1968, Central Connecticut State College
- * Brian Robert Donahue, M.A., *Education*
B.A., 1967, Merrimack College
- Stephen Whitney Dunn, M.A., *Economics*
A.B., 1958, M.S., 1959, Dartmouth College
- * Rosamond Taylor Dye, M.A., *Education*
A.B., 1956, Boston University
- Michael Neal Eanes, M.A., *Education*
B.A., 1964, Ohio Wesleyan University
- Ralph Mason Eastman, M.A., *Education*
B.A., 1969, Antioch College
- * John Douglas Egan, M.A., *English*
B.A., 1969, University of Connecticut
- Thomas Leo Fahey, M.A., *Political Science*
B.A., 1966, University of Hartford
- Lawrence Charles Fink, M.A., *Economics*
B.S., 1956, Dickinson College, LL.B., 1959, Dickinson School of Law
- Andrew Stillman Fisher, M.A., *English*
B.A., 1972, Trinity College
- * Lawrence Drury Flynn, M.A., *Education*
B.A., 1963, Providence College
- Richard Gerard Fournier, M.A., *French*
A.B., 1963, St. Edward's University
- George Demosthenes Giatrakis, M.A., *Education*, B.A., 1967, Indiana University of Pennsylvania
- Roch Joseph Girard, M.A., *Education*
B.S., 1968, University of Hartford
- * Glen Alfred Harris, Jr., M.S., *Mathematics*
B.S., 1957, Yale University
- Joan Ovington Harris, M.A., *English*
B.A., 1966, Bradley University
- Robert Alan Haversat, M.A., *Economics*
B.S., 1959, Quinnipiac College
- Charles Nayland Herrick, Sr., M.A., *Philosophy*, B.A., 1956, Southwestern at Memphis, B.D., 1961, Yale University Divinity School
- * Jeffrey Dewis Hicks, M.A., *History*
B.A., 1966, Rollins College
- Matthew Joseph Higgins, M.A., *History*
B.A., 1966, University of Connecticut
- * George Hoffner, M.A., *English*
B.A., 1952, City College of New York

202/Degrees Conferred in 1972

- * Thelma Elizabeth Louise Valentine Hughes,
M.A., *Spanish*, A.B., 1959, Rutgers
University
- Willis Allerton Hunt, M.A., *Economics*
B.M.E., 1956, Rensselaer Polytechnic
Institute
- Charles Birkery Johnson, M.A., *Latin*
B.A., 1954, M.S.L.S., 1965, Catholic
University of America
- Mary Ann V. Jurek, M.A., *Latin*
B.A., 1966, Albertus Magnus College
- Karen Elizabeth Karl, M.A., *Education*
B.A., 1968, Connecticut College
- Freda Selma Keller, M.A., *Education*
B.S., 1939, New York University
- Joan R. Kemler, M.A., *Political Science*
B.A., 1947, Connecticut College
- Carol M. Larocque Knowlton, M.A., *English*
B.A., 1969, University of Massachusetts
- * Linda Jean Kovaric, M.A., *Education*
B.A., 1969, Douglass College
- William Kwoka, M.S., *Chemistry*
B.A., 1969, University of Connecticut
- Nicholas Anthony LaRosa, M.A., *Education*
B.S., 1969, University of Hartford
- Elise Lasry, M.A., *French*
Certificat D'Aptitude Pédagogique,
1964, University of Rabat
- Peter Lebetkin, M.A., *English*
B.S., 1969, Central Connecticut State
College
- Margaret Roache Leland, M.A., *English*
B.A., 1964, Middlebury College
- Ralph Cornell Loomis, M.A., *Political
Science*, B.A., 1966, University of
Connecticut
- Ruby Fihn Lornell, M.A., *English*
B.A., 1940, Gustavus Adolphus College,
M.A., 1956, Trinity College
- Alan Birkett Loughnan, M.A., *Political
Science*, B.A., 1972, Trinity College
- Bernard Sore Lung'aho, M.A., *Education*
B.A., 1969, William Penn College
- Carolyn Eve Lyman, M.A., *Education*
B.A., 1965, Emmanuel College
- Lawrence Diver McClure, M.A., *English*
B.A., 1971, Trinity College
- Laurence Mearkle, M.S., *Mathematics*
B.A., 1949, University of Connecticut,
M.Ed., 1965, Springfield College
- * Alan Clark Miller, M.A., *History*
B.A., 1964, Dartmouth College
- José Luis Miranda, M.A., *Education*, B.A.,
1962, Marquette University
- John Hugh Montemerlo, M.A., *History*
B.A., 1969, Central Connecticut State
College
- William Richard Mott, M.S., *Physics*
B.A., 1963, University of Connecticut
- Carole Mallick Mucha, M.A., *Philosophy*
B.S., 1961, Ursinus College
- Ram Chandra Munjal, M.S., *Physics*
B.S., 1960, University of Poona, B.Ed.,
1962, Punjab University
- Mary Alice Nielsen, M.A., *Education*
A.B., 1969, Goucher College
- Michael John O'Connor, M.A., *History*
B.S., 1966, Central Connecticut State
College
- Ann Robertson Owens, M.S., *Mathematics*
B.A., 1966, University of Connecticut
- Shashikala Bulakhidas Patel, M.S., *Physics*
B.S., 1965, M.S., 1967, Gujarat
University
- John Alexander Pelczar, M.A., *Education*
B.S., 1970, University of Hartford
- Katherine Sproul Perry, M.S.,
Mathematics, B.A., 1963, Mary Baldwin
College
- Robert Gene Pico, M.S., *Physics*
B.S.E.E., 1966, University of Hartford
- * Mary Catherine O'Neill Pond, M.A.,
English, B.A., 1964, Annhurst College
- Robert William Pratt, M.A., *English*
B.A., 1970, New Haven College
- * Rowland Ricketts, Jr., M.A., *History*
B.A., 1963, Trinity College
- Betty Suzanne Heller Rosania, M.A.,
Political Science, B.A., 1952, University
of Connecticut
- Roberta Russell, M.A., *English*
B.A., 1970, Trinity College
- John Joseph Ryan, M.A., *Education*
B.A., 1968, Franklin and Marshall
College
- Marta Galbis Salazar, M.A., *Spanish*
Modesto Gaspar Sanchez Camejo, M.A.,
Spanish, Doctor en Derecho, 1955,
University of Havana
- Joseph Sarcia, Jr., M.S., *Mathematics*
B.A., 1967, University of Connecticut
- Eric René Schirber, M.A., *History*
A.B., 1961, Wagner College, Ed.M.,
1963, Rutgers University
- * Margaret Dolinsky Schmidt, M.A.,
Education, B.A., 1967, Gettysburg
College
- Arthur Glynn Sharp, M.A., *History*
B.A., 1969, University of Hartford
- Neil McDowell Shawen, M.A., *History*
B.A., 1968, University of Virginia
- Virginia Lambeth Shotwell, M.A., *Education*,
B.A., 1946, University of Richmond

Degrees Conferred in 1972/203

- | | |
|--|---|
| <p>Charles James Simones, M.A., <i>Education</i>
B.A., 1958, Hellenic College</p> <p>Judith M. Slisz, M.A., <i>English</i>
B.A., 1968, University of Connecticut</p> <p>Gerald Thomas Smith, M.A., <i>Education</i>
B.S., 1968, University of Hartford</p> <p>Roger William Smith, M.A., <i>History</i>
B.A., 1949, University of Michigan,
B.D., 1954, Episcopal Theological
School</p> <p>Carl Hans Sparfeld, M.A., <i>Education</i>
B.A., 1967, Principia College</p> <p>Daniel Francis Spillane, M.A., <i>History</i>
B.A., 1965, University of Dallas</p> <p>Richard R. Strange, M.S., <i>Physics</i>
B.S., 1966, University of Massachusetts</p> <p>* David Henry Scott Tappan, III, M.A.,
<i>English</i>, A.B., 1967, Washington and
Lee University</p> <p>Benjamin Earl Teel, M.A., <i>French</i>
B.A., 1967, East Carolina University</p> <p>* Lorna Jean Thompson, M.A., <i>Education</i>
B.A., 1966, Macalester College</p> | <p>John Joseph Tischio, M.A., <i>English</i>
B.A., 1961, Seton Hall University</p> <p>* Galen Irving Veayo, Jr., M.A., <i>Latin</i>
B.A., 1956, B.Ph., 1956, University of
Ottawa</p> <p>Bruce Butterfield Wallace, M.A., <i>History</i>
B.A., 1970, Trinity College</p> <p>Elizabeth Gallagher Walters, M.A.,
<i>Education</i>, B.A., 1966, College of Our
Lady of the Elms</p> <p>* Carol Westerman, M.A., <i>Spanish</i>
B.A., 1950, Oberlin College, M.A.,
1959, University of New Mexico</p> <p>Valerie Ann Wolf, M.A., <i>Latin</i>
B.A., 1965, Emmanuel College</p> <p>Genevieve McCue Woolley, M.A., <i>French</i>
B.A., 1963, M.A.T., 1965, University
of Hartford</p> <p>Dong Joon Yoo, M.A., <i>Economics</i>
B.A., 1963, Kyung Hee University
(Korea)</p> |
|--|---|

HONORIS CAUSA

RICHARD LLOYD AIKEN, <i>Wallingford, Connecticut</i>	Doctor of Divinity*
JOHN MOORE KELSO DAVIS, <i>Hartford, Connecticut</i>	Doctor of Laws
ADA LOUISE HUXTABLE, <i>New York, New York</i>	Doctor of Fine Arts
LUCIUS JAMES KELLAM, <i>Belle Haven, Virginia</i>	Doctor of Science
ARCHIBALD MULFORD WOODRUFF, <i>West Hartford, Connecticut</i>	Doctor of Humane Letters

* In absentia

Graduate Studies

THE Trinity College program of Graduate Studies provides for the further scholarly development of talented men and women who wish to engage in a program of part-time graduate study.

Courses in the program lead to the degrees of Master of Arts and Master of Science. Men and women who hold the Bachelor's degree may enroll in graduate courses for which they are qualified even though they do not matriculate for the Master's degree. During the regular academic year, degree programs are offered in economics, education, English, French, political science, history, mathematics, philosophy, physics and Spanish. During the Summer Term, instruction is offered in most of these areas. A degree program in Latin Literature and Classical Civilization is available only during the summer.

As a result of its experience since 1927 with part-time graduate study, Trinity has concluded that the following conditions enable graduate students to progress toward a Master's degree which will represent superior accomplishment: *first*, a limited enrollment of students who are capable, mature, highly motivated; *second*, a faculty of scholar-teachers; *third*, courses which meet for the longest possible time consistent with the efficient use of the student's necessarily limited time; *fourth*, small classes which meet at the College; *fifth*, excellent library facilities; *sixth*, encouragement of independent research; *seventh*, careful counseling of students to undertake in any semester no more courses than they can complete to the best of their ability.

The Master's Degree

Men and women holding Bachelor degrees may apply for admission as candidates for the degree of Master of Arts or Master of Science. Catalogues and forms to be used in applying for admission to Graduate Studies are available at the Office of Graduate Studies.

Candidates for the Master's degree must complete a total of ten graduate courses (numbered in the 500's or 600's), a minimum of 30

semester hours. At least eight courses must be in the field of major study. Courses elected from another field must be approved by the Graduate Adviser of the department of major study. Most departments require students to write a thesis as the final project undertaken for completion of degree requirements. Credit in the amount of two courses is awarded for the thesis. Some departments require a comprehensive examination in lieu of a thesis or give students the opportunity of electing one or the other.

Under certain conditions as many as two courses (six semester hours) from another graduate school will be credited toward the requirements for the Master's degree at Trinity.

It is implicit in the conferral of any earned degree that study toward that degree has assumed an important position in the student's life. Consistent with this implication is the imposition of a time limit within which the requirements for a degree must be completed. At Trinity College the requirements for the Master's degree must be completed within six years from the beginning of study toward the degree.

Trinity undergraduates who desire to take graduate courses to be credited toward the Master's degree must receive the approval of the Graduate Office. The student may not later elect to use these courses to satisfy the requirements of the Bachelor's degree.

Other information may be obtained from the Office of Graduate Studies.

Summer Term

EACH SUMMER Trinity College makes available for both men and women a program of studies in arts and sciences at the graduate levels. A limited number of undergraduate courses are available.

Although the Summer Term is shorter than the winter and spring terms at Trinity College, instruction is of the same quality, and the amount of work is equivalent. Indeed, the Summer Term is considered to be one of the three terms on the College Calendar—Christmas, Trinity, and Summer. Because of the compressed schedule and the varying demands of different courses, the student is cautioned to follow carefully the advice regarding course loads included in many course descriptions. In no case will a student be permitted to enroll in more than two courses in one term. Experience indicates, however, that achievement is highest when the student engages in a full program of study. Outside employment is not advised.

UNDERGRADUATE STUDIES

HARTFORD COMMUNITY ADULTS who have completed at least the equivalent of high school and who desire to enroll in one or more of the Summer Term courses may be allowed to do so as special students if, in the judgment of the instructors in courses in which these applicants wish to enroll, their level of preparation is adequate.

A separate brochure describing the Summer Term undergraduate program is available from the Summer Term Office.

GRADUATE STUDIES

A number of graduate courses, designed primarily for secondary school teachers, are available in the Summer Term. The graduate courses are intended for candidates for the Master's degree at Trinity or elsewhere and for college graduates interested in a specific subject at an advanced level.

Through study exclusively in summer terms men and women who qualify for admission to candidacy can earn the Master's degree at

Trinity in education, English, French, history, Latin, and Spanish. Trinity also grants the Master's degree in economics, political science, mathematics, philosophy, and physics. Most of the course work in these latter areas is offered in the evening during the regular college year.

Undergraduates who are entering their junior or senior year and whose records have been outstanding will be permitted to enroll in certain graduate-level courses. To enroll in these courses the student must have the prior approval of his college and the permission of the office of the Trinity College Summer Term. Undergraduates who are admitted to these courses are expected to complete the same requirements that apply for graduate students.

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Hartford

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WILLIAM MECKLENBURG POLK, B.A. (1978)

Lawrenceville, N.J.

WILLIAM RAVENAL PEELE, B.A. (1979)*

Hartford

NATHANIEL PRYOR REED, B.A. (1979)

Washington, D.C.

LEONARD ELI GREENBERG, B.S. (1980)

West Hartford

GEORGE WALLACE BAILEY STARKEY, M.D. (1980)* Wellesley Hills, Mass.

ALUMNI TRUSTEES

ROBERT TOLAND, JR., M.B.A. (1973)

Malvern, Pa.

HUGH STEWART CAMPBELL, LL.B. (1974)

Wethersfield

Year indicates expiration of term.

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ROBERT DODGE O'MALLEY, M.D. (1976)	Holyoke, Mass.
MARTIN DEMAREST WOOD, B.S. (1977)	Simsbury
DOUGLAS TOBLER TANSILL, B.A. (1978)	New York, N.Y.
THEODORE DAVIDGE LOCKWOOD, PH.D., <i>Trustee and President*</i> Hartford	

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JOSEPH CAMPBELL, LL.D.	Washington, D.C.
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JEROME PIERCE WEBSTER, M.D.	New York, N.Y.
ALBERT CHARLES JACOBS, LITT.D.	Chappaquiddick Island, Martha's Vineyard, Mass.
	Ann Arbor, Mich.
ALLERTON CUSHMAN HICKMOTT, LITT.D.	West Hartford
VERTREES YOUNG, B.S.	Bogalusa, La.
HENRY SAMUEL BEERS, LL.D.	Glastonbury
GEORGE WARREN WYCKOFF, B.A.	Pittsburgh, Pa.

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ARTHUR BROOKS HARLOW, JR., '57, B.A.	Southboro, Mass.
CHARLES EDWARD JACOBSON, JR., '31, M.D.	Manchester
REID LONSDALE SHAW, '52, B.A.	Schenectady, N.Y.
GERALD JOSEPH HANSEN, JR., '51, B.A.	Gladwyne, Pa.
EDWARD A. MONTGOMERY, '56, B.A.	Pittsburgh, Pa.

JUNIOR FELLOWS

WILLIAM THOMAS O'HARA, '55, LL.B.	Groton
WINFIELD ARTHUR CARLOUGH, JR., '54, M.A.	New York, N.Y.
DAVID BOOTH BEERS, '57, LL.B.	Washington, D.C.
JOHN CHARLES NORMAN, '62, B.A.	Rockville
PETER WHITNEY NASH, '55, B.A.	Boston, Mass.
THOMAS STEPHEN JOHNSON, '62, M.B.A.	Montclair, N.J.

* These members of the Board form the Executive Committee.

210/*Alumni Association*

ALUMNI ASSOCIATION

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Vice President – <i>Interviewing, Recruiting</i>	ANDREW D. SMITH, '65
Vice President – <i>Area Associations</i>	DAVID R. SMITH, '52
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Treasurer	JOHN T. FINK, '44

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CHARLES E. WADDELL, JR., '66	Hebron
GERMAIN D. NEWTON, '58	West Hartford
NORMA J. SCHREIBER, '71	New Britain
GERALD A. VASTANO, '69	Hartford
JOHN L. BONEE, '43	Hartford

NOMINATING COMMITTEE

DOUGLAS C. LEE, '52	West Hartford
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NORMAN C. KAYSER, '57	West Hartford
DREW Q. BRINKERHOFF, '43	Fair Haven, N.J.
DONALD R. REYNOLDS, '51	New York, N.Y.
BERNARD F. WILBUR, JR., '50	West Hartford

ATHLETIC ADVISORY COMMITTEE

DOUGLAS T. TANSILL, '61	Darien
THOMAS E. CALABRESE, '63	Simsbury
DONALD J. VIERING, '42	Simsbury

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<i>Baltimore</i> – DONALD W. CARROLL, JR., '62 500 Wingate Rd., Baltimore, Md. 21210
<i>Boston</i> – DAVID W. CHASE, '60 28 Bay View Rd., Wellesley, Mass. 02181
<i>Chicago</i> – GILBERT G. CAMPBELL, '67 1360 N. Lake Shore Dr., Apt. 503, Chicago, Ill. 60610

- Cincinnati* – JOHN A. PARLIN, III, M.D. '65
3770 Broadview, Cincinnati, Ohio 45208
- Clearwater* – EDMUND F. DWIGHT, JR., '53
2614 Parkland Blvd., Tampa, Fla. 33609
- Cleveland* – WILLIAM C. DALEY, JR., '64
Clark Dodge, 1201 Union Commerce Bldg., Cleveland, Ohio 44115
- Dallas* – CHARLES D. RYDER, '60
5314 Livingston, Dallas, Texas 75209
- Detroit* – GORDON R. MAITLAND, JR., '55
289 Merriweather, Grosse Pointe, Mich. 48236
- Fairfield* – ROBERT B. JENNINGS, '47
17 Contentment Island Rd., Darien, Conn. 06820
- Hartford* – BENJAMIN H. TORREY, '50
29 Rosewood Dr., Simsbury, Conn. 06070
- Houston* – STANLEY R. McCANDLESS, JR., '53
627 Cherry Bark Lane, Houston, Texas 77024
- Los Angeles* – LOUIS A. HUSKINS, '65
Irell & Manella, Gateway East Bldg., Suite 900, Los Angeles, Calif. 90067
- Minneapolis* – WILLIAM R. GLADWIN, '55
P.O. Box 159, Hopkins, Minn. 55343
- New Haven* – JAMES B. CURTIN, '51
1267 Mt. Carmel Ave., North Haven, Conn. 06473
- New London* – FRANCIS A. PUGLIESE, '51
28 Gardner Circle, New London, Conn. 06320
- New York* – DOUGLAS T. TANSILL, '61
26 Great Hill Rd., Darien, Conn. 06820
- Philadelphia* – LLOYD L. REYNOLDS, '63
2019 Montgomery Ave., Villanova, Pa. 19085
- Pittsburgh* – JOHN H. COHEN, JR., '52
5255 Fair Oaks St., Pittsburgh, Pa. 15217
- Providence* – F. PHILIP NASH, JR., '51
41 Everett Ave., Providence, R.I. 02906
- Rochester* – PETER Z. WEBSTER, '57
124 Landing Rd. South, Rochester, N.Y. 14610
- San Francisco* – ROBERT S. ELLIOTT, '51
355 San Mateo Dr., Menlo Park, Calif. 94025
- Washington, D.C.* – BARRY R. PLOTTS, '56
5207 Wehawken Rd., Washington, D.C. 20016

PRESIDENTS OF THE COLLEGE

Thomas Church Brownell	1824-1831	Henry Augustus Perkins,	
Nathaniel Sheldon		<i>Acting President</i>	. . . 1915-1916
Wheaton	1831-1837		1919-1920
Silas Totten	1837-1848	Remsen Brinckerhoff	
John Williams	1848-1853	Ogilby	1920-1943
Daniel Raynes Goodwin .	1853-1860	Arthur Howard Hughes,	
Samuel Eliot	1860-1864	<i>Acting President</i>	. . . 1943-1945
John Barrett Kerfoot . .	1864-1866	George Keith Funston . .	1945-1951
John Brocklesby,		Arthur Howard Hughes,	
<i>Acting President</i> . . .	1866-1867	<i>Acting President</i> . . .	1951-1953
Abner Jackson	1867-1874	Albert Charles Jacobs . .	1953-1968
Thomas Ruggles Pyncheon .	1874-1883	Theodore Davidge	
George Williamson Smith .	1883-1904	Lockwood	1968-
Flavel Sweeten Luther . .	1904-1919		

Faculty

THEODORE DAVIDGE LOCKWOOD

President

A.B. 1948 (Trinity), M.A. 1950, Ph.D. 1952 (Princeton), L.H.D. 1968 (Concord), LL.D. 1968 (Union), LL.D. 1969 (University of Hartford), L.H.D. 1970 (Wesleyan) [1968]**

EDWIN PACKARD NYE

Dean of the Faculty

and Hallden Professor of Engineering

B.S. 1941 (New Hampshire), Sc.M. 1947 (Harvard) [1959]

PROFESSORS

JAMES WENDELL BURGER

J. Pierpont Morgan Professor of Biology

B.A. 1931 (Haverford), M.A. 1933 (Lehigh), Ph.D. 1936 (Princeton) [1936]

EDMOND LABEAUME CHERBONNIER§

Professor of Religion

B.A. 1939 (Harvard), B.D. 1947 (Union Theological), B.A. 1948, M.A. 1952 (Cantab.), Ph.D. 1951 (Columbia), D.D. 1959 (Vermont) [1955]

GEORGE BRINTON COOPER

Northam Professor of History

B.A. 1938 (Swarthmore), M.A. 1942, Ph.D. 1948 (Yale) [1941]

ROBERT HENDERSON SMELLIE, JR.

Scovill Professor of Chemistry

B.S. 1942, M.S. 1944 (Trinity), Ph.D. 1951 (Columbia) [1943]

WALTER JOHN KLIMCZAK

Seabury Professor of Mathematics

and Natural Philosophy

B.S. 1937, M.A. 1939, Ph.D. 1948 (Yale) [1951]

JOHN BARD McNULTY

James J. Goodwin Professor of English

B.S. 1938 (Trinity), M.A. 1939 (Columbia), Ph.D. 1944 (Yale) [1944]

GUSTAVE WILLIAM ANDRIAN

Professor of Modern Languages

B.A. 1940 (Trinity), Ph.D. 1946 (Johns Hopkins) [1946]

EUGENE WOOD DAVIS

Professor of History

B.A. 1940 (Texas), M.A. 1941 (Harvard), Ph.D. 1948 (North Carolina) [1948]

** Date in brackets indicates year of original appointment as a full-time member of the Trinity Faculty.

For alphabetical listing of the Faculty, see page 230.

§ Leave of Absence, Christmas Term.

- KARL KURTH, JR. *Professor of Physical Education*
Director of Athletics
 B.S. 1942, M.Ed. 1947 (Springfield) [1952]
- RALPH MEHLIN WILLIAMS *Professor of English*
 B.A. 1933 (Amherst), Ph.D. 1938 (Yale) [1946]
- NORTON DOWNS *Professor of History*
 B.A. 1940, M.A. 1947, Ph.D. 1950 (Pennsylvania) [1950]
- ROBERT LINDSAY *Secretary of the Faculty and Professor of Physics*
 Sc.B. 1947 (Brown), M.A. 1949, Ph.D. 1951 (Rice) [1956]
- RICHARD SCHEUCH *G. Fox and Company Professor of Economics*
 B.A. 1942, M.A. 1948, Ph.D. 1952 (Princeton) [1950]
- JAMES MORRILL VAN STONE *Professor of Biology*
 B.A. 1949 (Wesleyan), Ph.D. 1954 (Princeton) [1954]
- EMMET FINLAY WHITTLESEY *Professor of Mathematics*
 A.B. 1948, M.A. 1955, Ph.D. 1957 (Princeton) [1954]
- ROBERT ALDEN BATTIS *Professor of Economics*
 B.S.B.A. 1948 (Rutgers), M.A. 1952, Ph.D. 1958 (New York) [1959]
- JOHN ARTHUR DANDO *Professor of English*
 B.A. 1938, M.A. 1945 (McGill) [1950]
- ROY ALFRED DATH *Professor of Physical Education*
 B.S. 1951 (West Chester State Teachers), M.A. 1956 (Trinity) [1952]
- THEODOR MARCUS MAUCH *Professor of Religion*
Ellsworth Tracy Lecturer in Religion
 A.B. 1943 (Elmhurst), B.D. 1946, S.T.M. 1947, Th.D. 1958 (Union Theological) [1957]
- RICHARD KNOWLES MORRIS *Professor of Education*
 B.A. 1940 (Trinity), M.A. 1949, Ph.D. 1951 (Yale) [1951]
- AUGUST EDWARD SAPEGA *Professor of Engineering*
 B.S. 1946, M.S. 1951 (Columbia), Ph.D. 1972 (Worcester Polytechnic Institute) [1951]
- ROBERT CLARENCE STEWART* *Professor of Mathematics*
 B.A. 1942, M.A. 1944 (Washington and Jefferson), M.A. 1948 (Yale) [1950]
- CLARENCE HOWARD BARBER *Professor of Music*
 B.A. 1940, M.A. 1942, Ph.D. 1954 (Harvard) [1954]
- MICHAEL RICHARD CAMPO *Professor of Modern Languages*
Director of Comparative Literature Program
Director of The Cesare Barbieri Center for Italian Studies
 B.A. 1948 (Trinity), M.A. 1953, Ph.D. 1954 (Johns Hopkins) [1952]
- GEORGE EMORY NICHOLS, III *Professor of Theatre Arts*
 B.A. 1938, M.F.A. 1941 (Yale) [1950]

* Sabbatical leave, Trinity Term, 1973.

- REX CHARLTON NEAVERSON *Professor of Political Science*
B.A. 1952, M.A. 1954, Ph.D. 1959 (Harvard) [1955]
- GEORGE WILLIAM DOTEN *Professor of Psychology*
B.S. 1948, M.S. 1950 (Massachusetts), Ph.D. 1952 (Northwestern) [1968]
- PHILIP CHARLES FARWELL BANKWITZ *Professor of History*
B.A. 1947, M.A. 1948, Ph.D. 1952 (Harvard) [1954]
- EDWARD BOBKO* *Professor of Chemistry*
B.S. 1949 (Western Reserve), Ph.D. 1952 (Northwestern) [1955]
- JOHN CARTER WILLIAMS *Professor of Classics*
B.A. 1949 (Trinity), M.A. 1951, Ph.D. 1962 (Yale) [1968]
- MICHAEL R. T. MAHONEY *Professor of Fine Arts*
1959 (Yale), Ph.D. 1965 (Courtauld Institute, University of London) [1969]
- NORMAN MILLER* *Professor of Sociology*
A.B. 1942 (Pennsylvania State), Ph.D. 1948 (Columbia) [1969]
- ROBERT PALMER WATERMAN *Professor of Modern Languages*
B.A. 1932, M.A. 1934 (Trinity), Ph.D. 1948 (Yale) [1947]
- SAMUEL HENDEL *Professor of Political Science*
LL.B. 1930 (Brooklyn Law School), B.S.S. 1936 (The City College), Ph.D. 1948 (Columbia) [1970]
- PAUL SMITH *Professor of English*
B.A. 1950, M.A. 1951 (Rochester), Ph.D. 1966 (Harvard) [1959]
- WARD SCHENK CURRAN *Professor of Economics and Director of Institutional Planning*
George M. Ferris Lecturer in Corporation Finance and Investments
B.A. 1957 (Trinity), M.A. 1958, Ph.D. 1961 (Columbia) [1960]
- GLENN WEAVER *Professor of History*
A.B. 1941 (Catawba), B.D. 1944 (Lancaster Seminary), M.A. 1947 (Lehigh), M.A. 1951, Ph.D. 1953 (Yale) [1957]
- RALPH STEPHEN EMERICK *Librarian and College Professor*
B.A. 1951 (Xavier Univ.), M.A. 1953 (Univ. of Cincinnati), M.L.S. 1956 (Univ. of Michigan) [1972]

ASSOCIATE PROFESSORS

- KENNETH WALTER CAMERON *Associate Professor of English*
B.A. 1930, M.A. 1931 (West Virginia), S.T.B. 1935 (General Theological), Ph.D. 1940 (Yale) [1946]
- THEODORE ROBERT BLAKESLEE, II *Associate Professor of Engineering*
B.S. 1945 (Massachusetts Institute of Technology), M.S. 1952 (Lehigh) [1958]

* Sabbatical leave, Trinity Term, 1973.

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- CARL VICTOR HANSEN *Associate Professor of Modern Languages*
B.A. 1941, M.A. 1948, Ph.D. 1952 (Yale) [1956]
- LEROY DUNN *Associate Professor of Economics*
B.Sc. 1949 (American University), Ph.D. 1956 (London) [1957]
- MARIO JOSEPH POLIFERNO *Associate Professor of Mathematics*
B.A. 1952, M.A. 1954, Ph.D. 1958 (Yale) [1958]
- FRANK MALCOLM CHILD, III *Associate Professor of Biology*
A.B. 1953 (Amherst), Ph.D. 1957 (California) [1965]
- CHESTER HERMAN MCPHEE *Associate Professor of Physical Education*
B.A. 1951 (Oberlin), M.A. 1957 (Ohio State), M.A. 1968 (Trinity), Ph.D. 1971 (Ohio State) [1957]
- ROBERT ELLIS SHULTS *Associate Professor of Physical Education*
A.B. 1951 (Oberlin), M.E. 1957 (Bowling Green) [1957]
- RICHARD ERADWAY CRAWFORD *Associate Professor of Biology*
A.B. 1954 (Kalamazoo), Ph.D. 1959 (Rochester) [1967]
- HOWARD DELONG *Associate Professor of Philosophy*
B.A. 1957 (Williams), Ph.D. 1960 (Princeton) [1960]
- ALBERT LODEWIJK GASTMANN *Associate Professor of Political Science*
B.A. 1949, M.A. 1953, Ph.D. 1964 (Columbia) [1954]
- JAMES K. HEEREN *Associate Professor of Chemistry*
B.S. Chem. 1951, M.S. 1952 (Tufts), Ph.D. 1960 (Massachusetts Institute of Technology) [1962]
- ALBERT JOSEPH HOWARD, JR. *Associate Professor of Physics*
B.S. 1958, M.S. 1959, Ph.D. 1963 (Yale) [1962]
- DONALD GRANT MILLER *Associate Professor of Physical Education*
B.S. 1955, M.E. 1957 (Delaware) [1965]
- CHARLES ROBERT MILLER *Associate Professor of Physics*
B.S. 1952, Ph.D. 1962 (California Institute of Technology) [1961]
- RICHARD THOMPSON LEE *Associate Professor of Philosophy*
B.A. 1958 (Emory), M.A. 1960, Ph.D. 1962 (Yale) [1962]
- HENRY ALFRED DEPHILLIPS, JR. *Associate Professor of Chemistry*
B.S. 1959 (Fordham), Ph.D. 1963 (Northwestern) [1963]
- EDWARD WILLIAM SLOAN, III *Associate Professor of History*
A.B. 1953, M.A. 1954 (Yale), M.A. 1960, Ph.D. 1963 (Harvard) [1963]
- GEORGE CLINTON HIGGINS, JR. *Associate Professor of Psychology
and College Counselor*
B.A. 1959 (Amherst), Ph.D. 1964 (Rochester) [1963]

- JOSEPH DANIEL BRONZINO *Associate Professor of Engineering*
B.S.E.E. 1959 (Worcester Polytechnic Institute), M.S.E.E. 1961 (U.S. Naval Postgraduate School), Ph.D. 1968 (Worcester Polytechnic Institute) [1968]
- JAMES HOLBROOK WHEATLEY *Associate Professor of English*
B.A. 1951 (Dartmouth), M.A. 1959, Ph.D. 1960 (Harvard) [1968]
- RICHARD PAUL BENTON *Associate Professor of English*
B.S. 1952, M.A. 1953, Ph.D. 1955 (Johns Hopkins) [1955]
- STEPHEN MINOT *Associate Professor of English, Part-time*
B.A. 1953 (Harvard), M.A. 1955 (Johns Hopkins) [1959]
- ARNOLD LEWIS KERSON *Associate Professor of Modern Languages*
B.A. 1953, Ph.D. 1963 (Yale) [1960]
- DONALD DWIGHT HOOK *Associate Professor of Modern Languages*
B.A. 1950 (Emory), M.A. 1957 (Duke), Ph.D. 1961 (Brown) [1961]
- DONALD BARRETT GALBRAITH* *Associate Professor of Biology*
B.S. 1958 (Grove City), Sc.M. 1960, Ph.D. 1962 (Brown) [1962]
- CLYDE DAVID MCKEE *Associate Professor of Political Science*
B.A. 1952, M.A.T. 1959 (Wesleyan), M.A. 1963, Ph.D. 1967 (Connecticut) [1965]
- JAMES LAIN POTTER *Associate Professor of English*
B.A. 1944, M.A. 1946 (Wesleyan), Ph.D. 1954 (Harvard) [1955]
- BORDEN WINSLOW PAINTER, JR.* *Associate Professor of History*
B.A. 1958 (Trinity), M.A. 1960 (Yale), B.S.T. 1963 (General Theological), Ph.D. 1965 (Yale) [1964]
- MARTIN GEORGE DECKER** *Associate Professor of Education*
B.A. 1958 (Hartwick), M.Ed. 1959 (Springfield), Ed.D. 1965 (Boston) [1966]
- HOLLINS MCKIM STEELE, JR. *Associate Professor of History and
Director of Intercultural Studies Program*
B.A. 1954 (Princeton), M.A. 1958, Ph.D. 1965 (Columbia) [1966]
- DREW ALAN HYLAND* *Associate Professor of Philosophy*
A.B. 1961 (Princeton), M.A. 1963, Ph.D. 1965 (Pennsylvania State) [1967]
- THOMAS P. BAIRD† *Associate Professor of Fine Arts*
B.A. 1947, M.F.A. 1950 (Princeton) [1970]
- ROBERT DENNIS SLAUGHTER *Associate Professor of Physical Education*
B.S. 1948, M.S.Ed. 1952 (Springfield) [1951]
- DAVID WINER** *Associate Professor of Psychology*
B.A. 1959 (Vermont), M.A. 1961, Ph.D. 1969 (Univ. of Conn.) [1966]

* Sabbatical leave, Trinity Term, 1973.

** Sabbatical leave, 1972-73.

† Leave of Absence, Christmas Term.

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- ANDREW JOSHUA GOLD *Associate Professor of Economics*
Director of Urban and Environmental Studies
B.B.A. 1962 (City College of New York), Ph.D. 1967 (Northwestern) [1971]
- ROBERT HYDE BREWER *Associate Professor of Biology*
B.A. 1955 (Hanover), Ph.D. 1963 (Chicago) [1968]
- KARL F. HABERLANDT *Associate Professor of Psychology*
Dipl. Psych. 1964 (Freie Universitat), M.A. 1966, Ph.D. 1968 (Yale) [1968]
- WESLEY MILLER BROWN* *Associate Professor of Philosophy*
B.A. 1958 (Amherst), Ph.D. 1970 (Harvard) [1965]
- JOHN DARL BREWER *Associate Professor of Sociology*
A.B. 1958, A.M. 1963, Ph.D. 1968 (Univ. of Chicago) [1972]
- JOHN EMMETT SIMMONS, III *Associate Professor of Biology*
B.S. 1957 (Morehouse), M.S. 1961 (Syracuse), Ph.D. 1971 (Colorado State Univ.) [1972]

ASSISTANT PROFESSORS

- HUGH STEPHEN OGDEN *Assistant Professor of English*
A.B. 1959 (Haverford), M.A. 1961 (New York), Ph.D. 1967 (Michigan) [1967]
- MICHAEL JOHN PRETINA, JR. *Assistant Professor of Modern Languages*
A.B. 1962 (Fordham), Ph.D. 1967 (Yale) [1967]
- ALAN CONDIE TULL *Chaplain and Assistant Professor of Religion*
B.A. 1955 (Stanford), S.T.B. 1958, Th.D. 1968 (General Theological) [1964]
- MARK MAJID SHAMAMY *Assistant Professor of Engineering*
B.S. 1960 (Al-Hikma University), M.S. 1962, Ph.D. 1965 (Illinois) [1968]
- RALPH OWEN MOYER, JR. *Assistant Professor of Chemistry*
B.S. 1957 (Southeastern Massachusetts Technological Institute), M.S. 1963 (University of Toledo), Ph.D. 1969 (University of Connecticut) [1969]
- ROBERT BROMLEY OXNAM *Assistant Professor of History and
Special Assistant to the President*
B.A. 1964 (Williams), M.A. 1966, Ph.D. 1969 (Yale) [1969]
- FRANK GLOYD KIRKPATRICK *Assistant Professor of Religion*
B.A. 1964 (Trinity), M.A. 1966 (Union Theological, Columbia) Ph.D. 1970 (Brown) [1969]
- ANTHONY DAVID MACRO *Assistant Professor of Classics*
B.A. 1961, M.A. 1964 (Oxford), Ph.D. 1969 (Johns Hopkins) [1969]
- RANDOLPH MITCHELL LEE *Assistant Professor of Psychology
Assistant College Counselor*
B.A. 1966 (Trinity), M.S. 1969, Ph.D. 1970 (Massachusetts) [1970]
- JAMES ROBERT BRADLEY *Assistant Professor of Classics*
A.B. 1957 (Trinity), A.M. 1959, Ph.D. 1968 (Harvard) [1970]

* Sabbatical leave, Christmas Term.

- JACK DANIELS *Assistant Professor of Physical Education*
B.A. 1963 (Univ. of Buffalo), M.A. 1965 (Colgate) [1970]
- RICHARD K. FENN *Assistant Professor of Sociology*
B.A. 1955 (Yale); B.D. 1958 (Episcopal Theological), Th.M. 1966 (Princeton Theological), Ph.D. 1970 (Bryn Mawr Graduate School) [1970]
- DIRK KUYK *Assistant Professor of English*
B.A. 1955 (Univ. of Virginia), Ph.D. 1970 (Brandeis) [1970]
- DORI KATZ *Assistant Professor of Modern Languages*
A.A. 1959 (Los Angeles City), B.A. 1961 (Los Angeles State), M.F.A. 1963 Ph.D. 1969 (University of Iowa) [1969]
- WILLIAM THOMPSON BOWIE *Assistant Professor of Chemistry*
B.S. 1964 (Trinity), Ph.D. 1969 (Howard) [1971]
- ROBERT BRUCE GRAFTON *Assistant Professor of Mathematics*
ScB. 1958, Ph.D. 1967 (Brown) [1971]
- HARVEY S. PICKER *Assistant Professor of Physics*
S.B. 1963, Ph.D. 1966 (Massachusetts Institute of Technology) [1971]
- CHARLES B. SCHULTZ *Assistant Professor of Education*
B.A. 1951 (University of Pennsylvania), M.Ed. 1961 (Temple), Ph.D. 1970 (Pennsylvania State) [1971]
- RICHARD ALLEN SHIPE *Assistant Professor of Education*
B.S. 1959 (Lock Haven State), M.N.S. 1967 (University of Oklahoma), M.Ed. 1969 (Penn State) [1971]
- MICHELE TOOMEY *Assistant Professor of Psychology*
A.B. 1962 (College of St. Joseph), M.A. 1970, Ph.D. 1971 (Harvard) [1971]
- RICHARD A. TAYLOR *Assistant Professor of Physical Education*
B.S. 1961 (Trenton State) [1971]
- JOHN ANDREW GETTIER *Assistant Professor of Religion*
B.A. 1956 (Wesleyan), B.D. 1961 (Yale), Th.D. 1971 (Union Theological) [1966]
- DAVID F. ELIET *Assistant Professor of Theatre Arts*
B.A. 1966 (Carleton), M.A. 1969 (Tufts) [1969]
- WILLIAM MANLEY MACE *Assistant Professor of Psychology*
B.A. 1967 (Yale), Ph.D. 1971 (Minnesota) [1971]
- EUGENE FRANKEL *Assistant Professor of Physics*
B.A. 1963 (City College of N.Y.), M.S. 1965 (Rutgers), M.S. 1968 (Princeton) [1972]
- JAMES ARTHUR MILLER *Assistant Professor of English and Intercultural Studies*
B.A. 1966 (Brown), Ph.D. 1971 (State Univ. of N.Y., Buffalo) [1972]

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DAVID A. ROBBINS *Assistant Professor of Mathematics*
A.B. 1967 (Dartmouth), M.A. 1968 (Bucknell), M.A. 1970, Ph.D. 1972 (Duke)
[1972]

RALPH ELDON WALDE *Assistant Professor of Mathematics*
B.A. 1964 (Univ. of Minnesota), Ph.D. 1967 (Univ. of California, Berkeley)
[1972]

DIANNE H. WEISGRAM *Assistant Professor of English*
B.A. 1966 (Alfred), M.A. 1968 (Purdue), Ph.D. 1972 (State Univ. of N.Y.,
Buffalo) [1972]

INSTRUCTORS

JAMES RONALD SPENCER *Instructor in History and Dean for
Community Life*
B.A. 1964 (Trinity), M.A. 1966 (Columbia) [1968]

NEIL HOWARD GARSTON *Instructor in Economics*
A.B. 1965 (Brooklyn) [1969]

GARY C. JACOBSON *Instructor in Political Science*
B.A. 1966 (Stanford), M.Phil. 1969, Ph.D. 1972 (Yale) [1970]

THOMAS J. STEFFANCI *Instructor in Economics*
A.B. 1966 (Providence College), M.A. 1968 (Univ. of New Hampshire) [1970]

DONALD ALLEN BRAUE *Instructor in Religion*
B.A. 1962 (Oberlin), B.D. 1965 (Union Theological) [1971]

NICOLE SCHOTT DESROSIERS *Instructor in Modern Languages*
M.A. 1968 (Mount Holyoke) [1971]

JUDY DWORIN *Instructor in Dance*
B.A. 1970 (Trinity) [1971]

BROOKE GREGORY *Instructor in Physics*
B.A. 1963 (Amherst) [1971]

RICHARD VINCENT RUSSO *Instructor in Modern Languages*
A.B. 1965, M.A. 1968 (Fordham) [1971]

FRANCINE D. BLAU *Instructor in Economics*
B.S. 1966 (Cornell), M.A. 1969 (Harvard) [1971]

JAMES LAWRENCE WEST *Instructor in History*
A.B. 1966, M.A. 1968 (Princeton) [1971]

LINDA T. NAILOR *Instructor in History and
Intercultural Studies*
B.A. 1965 (Howard) [1971]

SUSAN POMERANTZ *Instructor in Religion*
B.A. 1967, M.A. 1968 (DePauw) [1971]

- THOMAS A. REILLY *Instructor in Political Science*
B.A. 1965 (Queens), M.A. 1967 (City University) [1971]
- SUSAN STAFFORD *Instructor in Philosophy, Part-time*
B.A. 1967 (Wheaton), M.A. 1968 (Univ. of Illinois) [1971]
- ALAN MARVIN FINK *Instructor in Psychology*
B.A. 1968 (Bowdoin) [1972]
- SAMUEL DAVID KASSOW *Instructor in History*
B.A. 1966 (Trinity), M.S. 1967 (London School of Economics) [1972]
- MICHAEL P. LERNER *Instructor in Philosophy*
A.B. 1964 (Columbia), M.A. 1968 (Univ. of California, Berkeley) [1972]
- NOREEN DULZ *Instructor in Sociology*
B.A. 1966 (Hiram), M.S.W. 1968 (Univ. of Conn.) [1972]
- JONATHAN REILLY *Instructor in Music*
B.A. 1968 (Trinity), M.A. (Northwestern) [1972]

LECTURERS

- MARJORIE VAN EENAM BUTCHER *Lecturer in Mathematics*
B.A. 1947, M.A. 1949 (Michigan) [1956]
- FRANCIS JOSEPH EGAN *Lecturer in Economics*
B.A. 1963 (Providence), M.A. 1966 (Fordham) [1967]
- STANLEY M. KESSLER *Lecturer in Religion*
A.B. 1947 (Yeshiva), M.H.L. 1951 (Jewish Theological) [1967]
- DAVID ERIC WOODARD *Lecturer in Engineering*
B.Arch. 1961 (Texas A.&M.), M.Arch. 1962 (Cranbrook Academy of Art) [1970]
- MOHAMED JAMA JIBRELL *Lecturer in Intercultural Studies*
Assistant Dean, Community Life Office
B.A. 1968 (Univ. of Bridgeport) [1971]
- EDWARD GOLDFRANK *Lecturer in Sociology*
A.B. 1966 (Univ. of Rochester) [1972]
- RONALD KIMELMAN *Lecturer in Religion*
B.S. 1966 (Columbia), B.H.L. 1967, M.H.L. 1968 (Jewish Theological) [1972]
- KUMBALE NARASINGHA NAYAK *Lecturer in Intercultural Studies*
B.A. 1947 (Madras University), LL.B. 1951, M.A. 1952, LL.M. 1954 (Banaras Hindu University), LL.M. 1963, J.S.D. 1967 (Yale) [1972]

ARTISTS IN RESIDENCE

- ROBERT A. CALE *Visiting Artist (Fine Arts)*
B.F.A. 1964 (R.I. School of Design) [1972]

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GEORGE EDWIN CHAPLIN

*Resident in the Arts and Director of
Studio Arts*

B.F.A. 1958, M.F.A. 1960 (Yale) [1972]

JOHN MATT

Artist-in-Residence (Fine Arts)

B.F.A. 1965, M.F.A. 1968 (Yale) [1972]

ASSISTANT

JOHN H. WOOLLEY

Assistant in Theatre Arts

HARTT COLLEGE OF MUSIC FACULTY

ARNOLD FRANCHETTI

*Professor of Theory and Composition
Chairman of the Department*

B.A. 1929 (Lices Michelangelo, Florence), Master in Physics 1930 (University of Florence), Master of Music 1937 (Mozarteum, Salzburg)

IMANUEL WILLHEIM

*Professor of Music History and
Music Literature; Chairman of the Department*

Mus. B. 1946 (St. Scholastica, Manila), Mus.M. 1948 (Northwestern), M.A. 1956, Ph.D. 1963 (Univ. of Illinois)

JACKIE MCLEAN

*Instructor and Director of Afro-
American Music*

1952 (North Carolina Agriculture and Technology College); Saxophonist-Composer with prestige jazz ensembles.

TRINITY COLLEGE FACULTY EMERITI

HAROUTUNE MUGURDICH DADOURIAN *Seabury Professor of Mathematics
and Natural Philosophy, Emeritus*

Ph.B. 1903, M.A. 1905, Ph.D. 1906 (Yale) [1919, Ret. 1949]

EDWARD LEFFINGWELL TROXELL *Professor of Geology, Emeritus*

B.A. 1908, M.A. 1909 (Northwestern), Ph.D. 1914 (Yale) [1919, Ret. 1954]

THURMAN LOS HOOD *Professor of English, Emeritus*

B.A. 1908, M.A. 1909, Ph.D. 1924 (Harvard) [1928, Ret. 1959]

STERLING BISHOP SMITH *Scovill Professor of Chemistry, Emeritus*

Ph.B. 1920, M.S. 1923 (Yale), Ph.D. 1927 (New York University) [1923, Ret. 1965]

GOODWIN BATTERSON BEACH *Lecturer in Latin, Emeritus*

B.A. 1907 (Harvard), M.A. 1931 (Trinity), Litt.D. 1953 (Leeds) [1954, Ret. 1965]

RAYMOND OOSTING

Professor of Physical Education, Emeritus

B.P.E. 1924, M.Ed. 1931 (Springfield) [1924, Ret. 1966]

- LOUIS HASTINGS NAYLOR *Professor of Modern Languages, Emeritus*
B.A. 1917, M.A. 1922, Ph.D. 1923 (Johns Hopkins) [1923, Ret. 1966]
- ALBERT CHARLES JACOBS *President, Emeritus*
B.A. 1921 (Michigan), B.A. 1923, B.C.L. 1924, M.A. 1927 (Oxford), LL.D. (Syracuse, Columbia, Temple, University of Colorado, Colorado College, Wesleyan, Denison, Long Island, Kenyon, Amherst), D. Can. L. (Berkeley Divinity School), D.P.S. (Denver), D. Hum. (Hartt), D. C. L. (The Divinity School, Philadelphia), Litt.D. 1968 (Trinity) [1953, Ret. 1968]
- DANIEL GARRISON BRINTON THOMPSON *Northam Professor of History, Emeritus*
B.A. 1920 (Pennsylvania), B.S. 1923 (Massachusetts Institute of Technology), Ph.D. 1945 (Columbia) [1945, Ret. 1968]
- WENDELL EVERETT KRAFT *Associate Professor of Engineering, Emeritus*
B.S. 1924 (United States Naval Academy), M.S. 1929 (Massachusetts Institute of Technology) [1954, Ret. 1968]
- HAROLD LAIRD DORWART *Professor of Mathematics, Emeritus*
B.A. 1924 (Washington and Jefferson), Ph.D. 1931 (Yale), Sc.D. 1968 (Washington and Jefferson) [1949, Ret. 1968]
- CLARENCE EVERETT WATTERS *College Organist, Honorary*
Mus.M. 1935 (Trinity) [1932, Ret. 1969]
- LAWRENCE WILLIAM TOWLE *G. Fox and Company Professor of Economics, Emeritus*
B.A. 1924 (Bowdoin), M.A. 1927, Ph.D. 1932 (Harvard) [1942, Ret. 1969]
- JOHN CORWIN EMERSON TAYLOR *Professor of Fine Arts, Emeritus*
B.A. 1926, M.A. 1940 (Yale) [1941, Ret. 1970]
- ARTHUR HOWARD HUGHES *Professor of Modern Languages, Emeritus*
B.A. 1927, M.A. 1929, Ph.D. 1931 (Johns Hopkins), M.S. 1938, L.H.D. 1946 (Trinity) [1935, Ret. 1971]
- FRANK WOODBRIDGE CONSTANT *Jarvis Professor of Physics, Emeritus*
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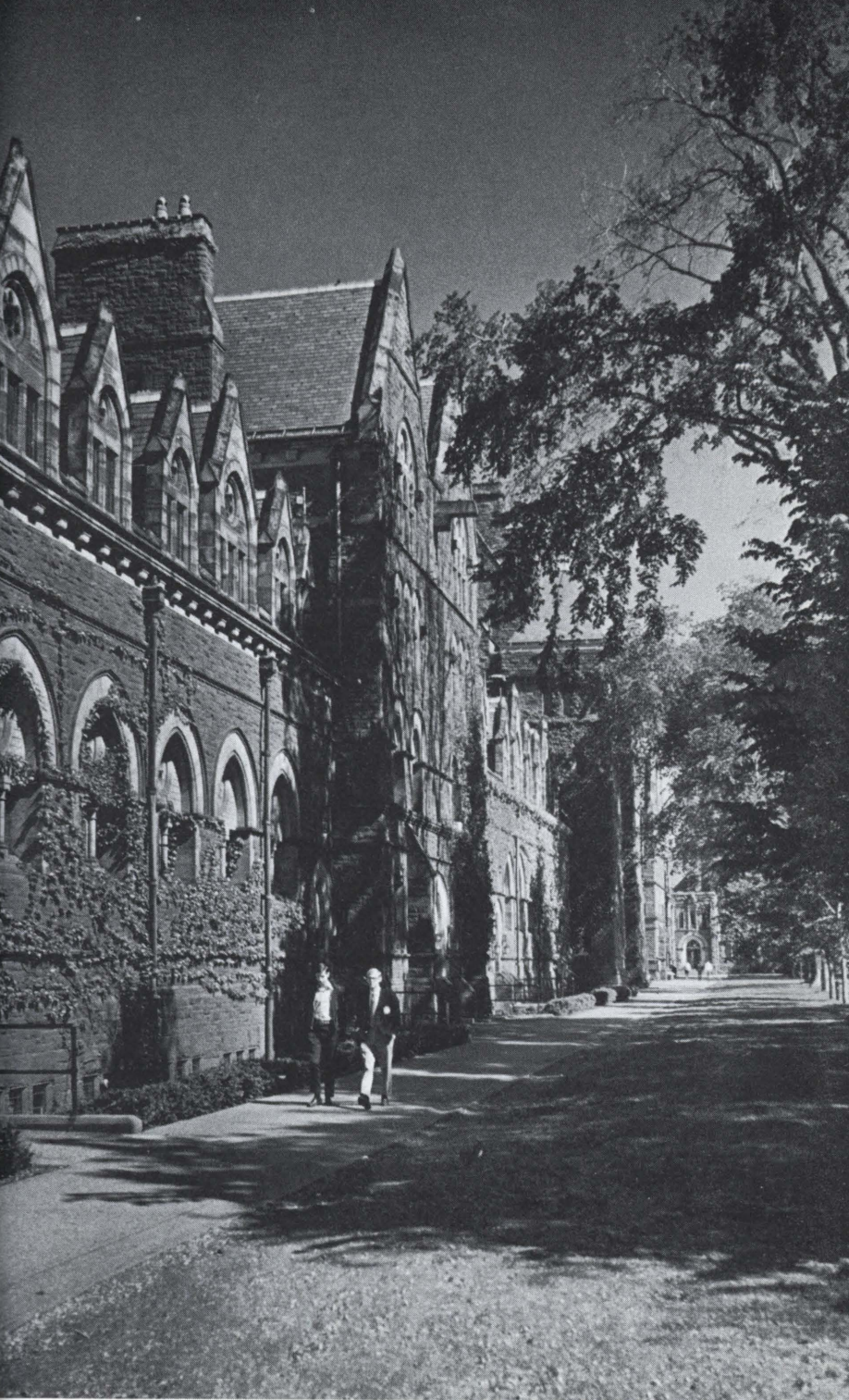
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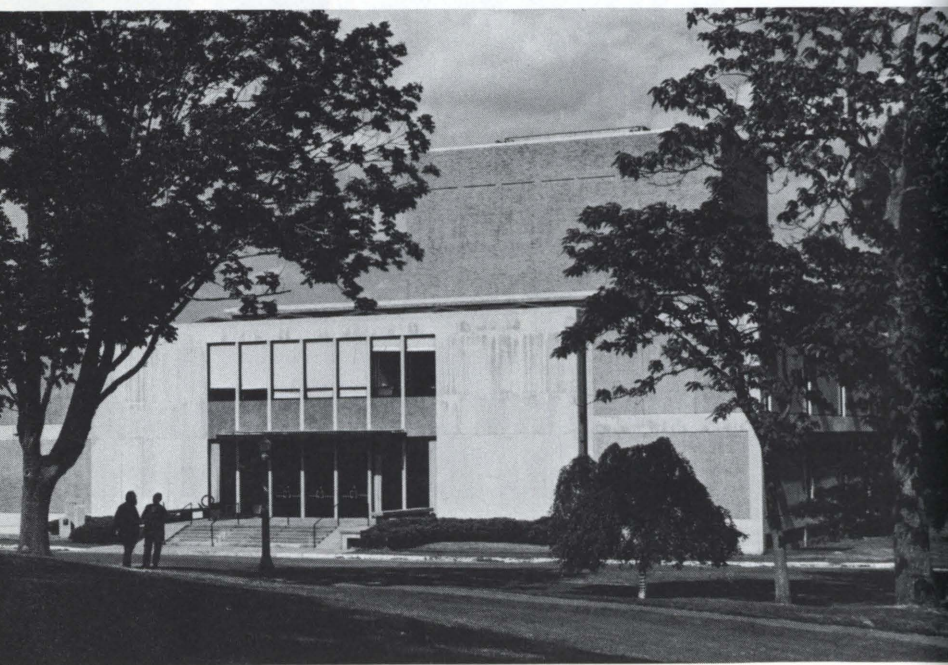
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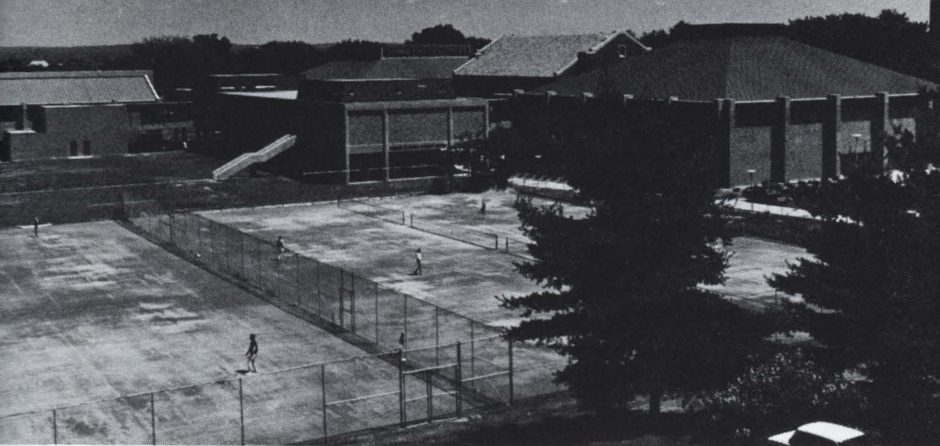
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McCook Math-Physics Center



Austin Art Center



Ferris Athletic Center

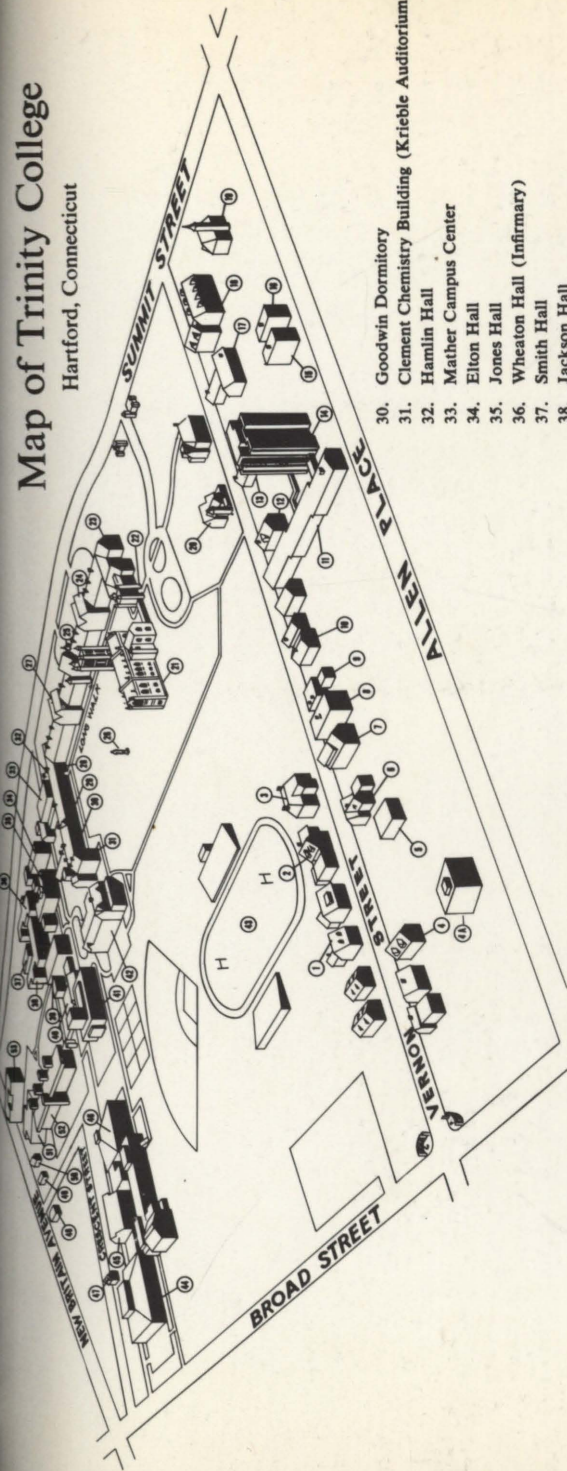


Albert C. Jacobs Life Sciences Center



Map of Trinity College

Hartford, Connecticut



1. Dean for Community Life (Residence)
2. Alumni and Public Information Offices
3. Psi Upsilon
4. 70 Vernon St.
- 4A. 121 Allen Place
5. 76 Vernon St.
6. 78 Vernon St.
7. 86-88 Vernon St.
8. 90-92 Vernon St.
9. Pi Kappa Alpha
10. Delta Kappa Epsilon
11. North Campus Dormitory
12. The Black House
13. Alpha Chi Rho
14. High Rise Dormitory
15. Allen East
16. Allen West
17. Alpha Delta Phi
18. Ogilby Hall
19. Delta Psi (St. Anthony)
20. The President's House
21. College Chapel
22. Downes Memorial
23. Williams Memorial (Administrative Offices)
24. Jarvis Hall
25. Northam Towers
26. Bishop Brownell Statue
27. Seabury Hall
28. Cook Dormitory
29. Woodward Dormitory

30. Goodwin Dormitory
31. Clement Chemistry Building (Kriebel Auditorium)
32. Hamlin Hall
33. Mather Campus Center
34. Elton Hall
35. Jones Hall
36. Wheaton Hall (Infirmary)
37. Smith Hall
38. Jackson Hall
39. McCook Math-Physics Center
40. Halden Engineering Laboratory
41. Austin Arts Center (Goodwin Theatre)
42. The Library
43. Jessee Field
44. Memorial Field House
45. Trowbridge Memorial Pool
46. George M. Ferris Athletic Center
47. 30-32 Crescent St.
48. 194-196 New Britain Ave.
49. 216 New Britain Ave.
50. 220-222 New Britain Ave.
51. Buildings and Grounds
52. Albert C. Jacobs Life Sciences Center
53. Connecticut Public Television

Mrs. Patricia Seibel
Serials Assistant

